

A SCHOOL-BASED GROUP COUNSELING CURRICULUM FOR ADOLESCENT GIRLS
EXPERIENCING LOW SELF-ESTEEM

By

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Abstract

This project reviews the existing literature on adolescent development in females, and demonstrates the importance of school counselors facilitating small group counseling with students who experience low self-esteem. Although research suggests social-emotional development begins in childhood, and the American School Counselor Association requires a social-emotional component to school counseling programs, there are few resources available to secondary school counselors who see a need for an effective group counseling curriculum for females with low self-esteem. This project aims to provide secondary school counselors with such a curriculum.

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A School-Based Group Counseling Curriculum for Adolescent Girls

Experiencing Low Self-esteem

Promoting a healthy self-esteem is essential for the overall health and well-being of adolescent females. School counselors have the opportunity for both intervention and prevention and are in an excellent position to respond to the mental health needs of students (American School Counselor Association, 2004; Calear & Christensen, 2010). Adolescent girls are in the transition between childhood and adulthood, and biological, cognitive, and socio-emotional changes are occurring. A group curriculum focusing on enhancing self-esteem could provide the target group with the knowledge they need, and provide the support they may be seeking.

According to Trzesniewski and colleagues (2006), adolescents with low self-esteem have been found to have poorer mental and physical health, worse economic prospects, and higher levels of criminal behavior during adulthood, when compared to adolescents with high self-esteem. Individuals with low self-esteem may go through life feeling worthless, ashamed, and lacking self-efficacy. These feelings will likely lead to chronically accessible negative schemas about others, the self, and the grander social world, which may lead to unsatisfying and even distressing interpersonal interactions and a lack of resiliency. These social-cognitive processes therefore, might impair an individual's ability to succeed in multiple aspects of adult life. According to Trzesniewski et al. (2006), interventions designed to raise self-esteem can have beneficial consequences for participants involved.

The purpose of this research project is to determine what curricular resources school counselors need in order to provide guidance and support to female adolescents struggling with low self-esteem in a small group setting. To fulfill this purpose, the following research question is examined: How might adolescent females struggling with low self-esteem best be served in a

secondary school setting? In answering this question, a group counseling curriculum for this population of students was created in accordance to the ASCA Mindsets and Behaviors for students.

Literature Review

Self-esteem is seen not only as a basic feature of mental health, but also as a protective factor that contributes to better health and positive social behavior through its role as a buffer against the impact of negative influences and circumstances (Mann, Hosman, Schaalma, & De Vries, 2004). Self-esteem according to Mann et al. (2004) is considered one of the most important elements of the broad-spectrum approach for mental health promotion. By fostering self-esteem, and treating a common risk factor, it is possible to contribute to the prevention of a wide array of mental disorders, social problems and physical diseases. Several mental health-promoting school programs that have addressed self-esteem and the determinants of self-esteem have been effective in the prevention of eating disorders, problem behaviors, and the reduction of substance abuse, antisocial behavior, depression and suicide. Self-esteem is an important risk and protective factor linked to a diversity of positive health and social outcomes and therefore should be included in mental health programs in order to effectively promote healthy adolescent development (Mann et al., 2004).

Female adolescents with low self-esteem are at great risk for developing a variety of mental disorders including eating disorders, as well as difficulties in relationships. Anorexia nervosa, bulimia nervosa and binge eating disorders are most common among white adolescent females, however there is an increased prevalence of eating disorders in females in minority populations in the United States (Kilgus, Maxmen & Ward, 2016). According to Strange, Neuenschwander and Dauer (2005), gender is the main variable that is most commonly used to

predict how weight affects an individual's self-esteem. Females have been examined extensively in relation to weight and body dissatisfaction throughout history and especially in more recent years. Considering that low self-esteem is related to insecurities and a lack of closeness in relationships, providing adolescent females with effective tools such as communication and conflict resolution skills will enhance their probability of building and maintaining healthy relationships in adulthood (Trzesniewski et al., 2006).

Theoretical Frameworks

A theoretical foundation provides organization and structure to the approach used with clients and gives meaning to the counseling experience in addition to helping counselors better understand the experiences of individuals they work with (Fall et al., 2010). There are many theories of self-concept and self-esteem; however, the two theories used to guide this project are those of Erik Erikson and Carl Rogers. These theoretical foundations provide assistance in meeting the developmental needs of adolescent females and in identifying current needs regarding self-esteem.

Erikson's theory of psychosocial development. Erik Erikson's Theory of Psychosocial Development includes eight stages that each individual goes through during different times in his or her life (Santrock, 2014; Jones, Vaterlaus, Jackson & Morrill, 2014). Erikson addressed each of the crises that occur during particular times along the human lifespan; leaving room for individual variability in the timing of these issues (Sneed, Whitbourne & Culang, 2006). The eight stages of this theory include: (1) trust versus mistrust, (2) autonomy versus shame and doubt, (3) initiative versus guilt, (4) industry versus inferiority, (5) identity versus identity confusion, (6) intimacy versus isolation, (7) generativity versus stagnation, and (8) integrity versus despair (Santrock, 2014; Jones et al., 2014).

The fifth stage in Erikson's Psychosocial Development Theory is identity versus identity confusion and this typically occurs during adolescence, ages ten to twenty years (Santrock, 2014; Jones et al., 2014). When adolescents explore different roles in a healthy manner and choose a positive path to follow in life, then they are considered to have achieved a positive identity. When they are not able to choose a positive path, identity confusion takes place. As part of adolescent identity exploration, the adolescent experiences what is called a psychosocial moratorium, which is Erikson's term for the gap between childhood security and adult autonomy. Lifestyle behaviors developed during adolescence often continue into adulthood and influence long-term prospects for overall health (Jones et al., 2014; Santrock, 2014). Well-established physical, emotional, sexual, and cognitive health enables adolescents to make the most of their adolescent years while laying a strong foundation for their adult lives.

Social contexts greatly influence adolescent identity development by influencing the way adolescents see their place in the world, and where they fit (Eccles & Roeser, 2011). Two social contexts that impact identity development in adolescents are family and peer influences. School counselors provide support to students when there is a shift in their family structure, for example, the loss of a loved one or divorce. School counselors often act as mediators when students are having problems with their peers. They also help with transitions from one school to another, which can have a large impact of an adolescent's peer relationships (Eccles & Roeser, 2011).

The psychosocial crisis of identity versus identity confusion plays a large part in various aspects of an individual's sense of self-worth, self-image and self-esteem (Jones et al., 2014; Santrock, 2014). Self-esteem is a term used to describe an individual's sense of value or worth, or the extent to which one likes or approves of themselves as an individual (Golan, Hagay & Tamir, 2014). School counselors are able to work with students individually as well as in

groups, providing support where students can work on issues they may be struggling with. For example, a school counselor might work with students who are displaying self-blaming tendencies, negative self-talk and a high degree of self-criticism. The counselor can empower the students and work on increasing positive self-statements, and recognizing and building on strengths, through a variety of intervention techniques such as role-playing, self-monitoring, and journaling (Thompson & Henderson, 2011).

While parental support is highly valuable for healthy adolescent development, an adolescent's relationship with teachers, mentors and counselors are important aspects of their identity as well (Santrock, 2014). School counselors can be of assistance to early adolescents in meeting their developmental needs in a variety of ways. Considering how social contexts greatly influence adolescent identity development, school counselors provide support for students in the areas of academic development, career development and social-emotional development (American School Counselor Association, 2004).

Carl Rogers' theory of personality development. Self-concept is defined by Rogers as the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence (Brummelman et al., 2014; Rogers, 2007). Rogers described the self as a social product, developing out of interpersonal relationships and striving for consistency. Positive self-regard, also known as self-esteem, self-worth, and a positive self-image, is having a positive attitude towards the self. A positive self-regard is achieved by experiencing the positive regard others show during an individual's development. Positive regard is known as one's perception of some self-experience of another which makes a positive difference in one's field of experience resulting in a feeling of

warmth, liking, respect, empathy and acceptance towards others (Brummelman et al., 2014; Rogers, 2007).

According to Gatongi (2007), the person-centered approach based on Carl Rogers' theory of personality development was designed to promote growth, change and openness in understanding the counseling processes. It is an approach which is practical and helpful in educational settings, due to its ability to address some of the problems students face. A person-centered approach provides a way of understanding and solving issues of relationships, emotional development and ethical behavior that seem to be at the root of most of the problems in school and society at large. However, it is essential to incorporate some of the following concepts in order to facilitate growth; acceptance, empathy and positive regard from others. A school counselor can approach the management of student behavior in a more proactive manner through building a positive and a trusting relationship. School counselors can establish themselves as an adult who cares about the student's well being in and out of school. This can help create an atmosphere in which the self-esteem of a student can flourish (Gatongi, 2007).

ASCA Mindsets and Behaviors

The American School Counseling Association (ASCA) first developed their National Model in 2001, to help guide school counselors across the country in developing comprehensive counseling programs that consistently provide preventative, responsive, and developmental services to students, school staff, parents, and the community (ASCA, 2012). The Model clearly indicates the minimum expectations in the foundation and delivery of direct and indirect services, and management of the program, as well as counselor accountability (ASCA, 2012). With the development of the ASCA Mindsets and Behaviors (2014), ASCA has also delineated clear guidelines to address the academic, career, and social/emotional competencies and

indicators students should be developing through a school counseling program.

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. All thirty-five standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual (ASCA, 2014).

The Academic Development Standards according to ASCA (2014) help guide school counseling programs when implementing strategies and activities to help support and maximize each student's ability to learn. *The Career Development* Standards guide school counseling programs in helping students to both understand the connection between school and the world of work as well as plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span. *The Social/Emotional Development* Standards aid school counseling programs in helping students manage their emotions and learn and apply interpersonal skills (ASCA, 2014).

Student mindsets as ASCA (2014) explains, are the ways in which a student thinks about himself/herself regarding academic work. For example, an important part of student mindset is self-confidence in academic ability. Student behaviors describe the behaviors necessary for student success, and include: (a) learning-directed behavior, such as thinking critically, (b) self-directed behavior, such as self-control, (c) and social behavior towards others, such as effective communication. School counselors can use these mindsets and behaviors to evaluate student progress, determine student needs, and shape program lesson plans (ASCA, 2014).

Adolescent Development

In order to understand the ways in which school-based group counseling can provide support to adolescent females, an important concept to understand is the developmental stage of adolescence itself. Adolescence is considered the period of transition between childhood and adulthood that involves biological, cognitive, and socio- emotional changes (Christie & Viner, 2005; Santrock, 2014;). Ways in which change is constantly occurring during this period include: (a) developing self-concept and self-esteem, (b) sexuality exploration, (c) morals, (d) values, and (e) physical changes such as puberty. Due to the extensive amount of change occurring during adolescence, females in this stage are vulnerable to developing a low self-esteem, and experiencing a lack of self-confidence as well as struggles with self-concept and body image (López-Guimerà, Levine, Sánchez-Carracedo & Fauquet, 2010; Thompson & Henderson, 2011; Zarrett & Eccles, 2006). Well-established physical, emotional, sexual, and cognitive health enables adolescents to make the most of their adolescent years while laying a strong foundation for their adult lives. Lifestyle behaviors developed during adolescence often continue into adulthood and influence long-term prospects for overall health (Santrock, 2014). Taking into account the changes that occur during adolescence, one can see how influential and vulnerable individuals in this developmental stage may be. According to Santrock (2014) and Thompson and Henderson (2011), the possible developmental concerns for female adolescents consist of the following: (a) cognitive development, (b) moral development, (c) sexual development, (d) physical development, and (e) emotional development.

When an adolescent has an altered perception of reality, many problems can develop as a result of distorted thinking (Mirams et al, 2014). Attentional and interpretational biases are often driven by an individual's emotions leading to false perceptions (Mirams et al, 2014; Zarrett &

Eccles, 2006). Social cognition is the way that individuals view and reason about their social worlds, which supports the idea of adolescent egocentrism, which is the heightened self-consciousness of adolescents (Santrock, 2014; Zarrett & Eccles, 2006). Adolescent egocentrism can be divided into two types of social thinking: imaginary audience and personal fable.

Imaginary audience is known as when adolescents are thought to believe that others are always watching and evaluating them. Personal fable is described as a belief held by many adolescents telling them that they are special to the point where none of life's difficulties or problems will affect them regardless of their behavior. Vartanian (2000) characterizes adolescents' thinking as supported by an imaginary audience and personal fable constructs and the tendency to think about self and others as biased or faulty. When adolescents make judgments about themselves using distorted cognitive constructs, their ability to obtain an accurate self-understanding is often unattainable (Vartanian, 2000).

Moral development begins at an early age when young children are able to recognize the emotions of another individual and act in ways that are empathetic and sympathetic in nature (Santrock, 2014). However, moral development is always growing, and during adolescence, moral development becomes more complex. Individuals go about making moral judgments and decisions by utilizing their emotions that help guide them to analyze and make sense of their actions and the actions of others (Lee & Olszewski-Kubilius, 2006; Wainryb & Recchia, 2012). Values, are the attitudes and beliefs people have about the world and the way they believe things and people should be. It is important to understand that adolescents may hold some similar and very different values from one another, which reflect their own "intrapersonal dimension of morality" (Santrock, 2014, p. 250).

Sexual development involves the formation of sexual identity, which involves more than just sexual behavior and can emerge in the context of many factors such as physical, social and cultural. Sexual development during adolescence is often accompanied by a tremendous amount of confusion and is influenced by outside factors (Smetana, Campione-Barr & Metzger, 2006). Due to the relationship between sexual expectancies and sexual behaviors, it is important to truly understand what factors contribute to the development of sexual expectancies during adolescence when individuals typically explore problems and behaviors related to intimacy, sexuality, and identity (Ragsdale et al, 2014; Smetana et al., 2006).

A popular issue frequently debated, is the representation of women in advertisements that show females as sexual objects (Gudekli & Çelik, 2014). This representation can be seen by worldwide known and profitable brands such as Victoria's Secret, Calvin Klein, and Gucci who are known to form powerful brand identity in parallel with the sexual identity of women (Gudekli & Çelik, 2014). Young women often hold themselves to impossible standards working to look like the women they see in these types of advertisements, ignoring or not knowing that the women in these advertisements have actually been digitally enhanced. Adolescent females demonstrate a strong preoccupation with their changing bodies and develop mental images of what their bodies are like, which, whether it is a realistic picture or not, affects their sexual development immensely (Santrock, 2014; Thompson & Henderson, 2011). Although it is most commonly seen among white adolescent females, there is an increased prevalence of body dissatisfaction and eating disorders in females in minority populations in the United States (Kilgus et al., 2016).

Adolescence is considered a transitional period characterized by accelerated processes of change in physical, cognitive, and psychosocial functioning (attainment of autonomy from the

family, initiating romantic relationships, school transitions), which can be sources of stress (Holder & Blaustein, 2014; Thompson & Henderson, 2011). When considering physical growth and development, pubertal maturation is a key developmental process producing necessary physical changes in one's shape (Labbrozzi, Robazza, Bertollo, Bucci & Bortoli, 2013). A comprehensive list of the major physical changes that occur during puberty for females includes a dramatic growth in weight and height, the growth of underarm and pubic hair, acne, body odor, breasts and genital development (Boxer Tobin-Richards, & Petersen, 1983). A change in one's physical development concerns the concept of physical self, defined as an individual's perception of him or herself in aspects of physical domains, for example: strength, sport ability, endurance and physical appearance (Labbrozzi et al., 2013). These changes in body shape and physical appearance have vital implications for psychosocial adjustment, self-perception and body image (Altıntaş & Aşçi, 2008).

Emotions are feelings that occur when individuals are in a state or an interaction that is important, especially related to their well-being (Sharot, Delgado & Phelps, 2004; Steinberg, 2005). Having an understanding of what factors take part in how an individual develops emotionally is crucial. The concept of self-esteem needs to include one's self-concept and body image, as these are important aspects of an adolescent female's development. They deserve further discussion in regards to addressing the needs of this population and how school-based group counseling can provide an immense amount of support.

According to Cicognani (2011), the focus on coping in adolescence has concentrated more on the impact of major life events and adverse circumstances, such as illness, parental divorce, and traumatic experiences. However, there is a lack of attention on coping with everyday struggles that affect most adolescents, such as conflict with parents and peers or

problems with school, which can be a source of considerable stress. Theoretical perspectives on coping in adolescence acknowledge that situational context, as well as individual characteristics, that influence the choice of coping strategies. Female adolescents, for example, tend to use more support-seeking strategies, whereas their male peers use more physical-recreation strategies and relaxation. These differences have been explained by differences in the nature of stressful events that are typically faced by male and female adolescents. For example, female adolescents tend to be more affected by relationship stressors than males. However, females do not experience more stressful events than do males in quantitative terms, they instead perceive the same events as more stressful (Cicognani, 2011).

Coping models according to Cicognani (2011) emphasize the role of both individual and social resources in influencing individuals' appraisal of stressful events and coping strategies. One individual resource is *self-efficacy*, which refers to the beliefs an individual has about their capability to exercise influence over events that affect their lives. Individuals with high assurance in their capability will approach difficult life tasks as challenges to be mastered, rather than as threats to be avoided; they set challenging goals and maintain a strong commitment to them; they quickly recover their sense of efficacy after failures or setbacks. Self-efficacy should be particularly relevant in enhancing internal, cognitive problem-solving strategies and in reducing withdrawal strategies (Cicognani, 2011).

Another important resource as Cicognani (2011) explains is *social support*, which refers to social assets, social networks or social resources that individuals can use when they are in need of advice, help, assistance, approval, and protection. Social support includes knowledge that one is cared for, esteemed, and valued and is part of a network of communications and mutual obligations. Perceived availability of social support is a better predictor of well-being

than is actual support given. For adolescents, sources of support primarily include family members, school educators and peers. Perceptions of social support from family members, peers and school personnel should be associated with a higher use of active coping strategies. Therefore, awareness of the presence of potential support is likely to reduce the use of dysfunctional coping strategies during adolescence (Cicognani, 2011). By incorporating resources such as effective coping skills, social support and self-efficacy into small group counseling programs within the school setting, adolescent females are more likely to establish a positive self-esteem and develop self-confidence.

Self-esteem

Self-esteem is a term used to describe an individual's sense of value or worth, or the extent to which a person values, likes, or approves of themselves as an individual (Golan, Hagay & Tamir, 2013; Sowislo & Orth, 2013). According to Orth, Robins, Meier and Conger (2016), the vulnerability model of depression and low self-esteem supports that low self-esteem is a risk factor for depression. Trzesniewski et al. (2006) found that adolescents with low self-esteem had poorer physical and mental health, worse economic prospects, and higher levels of criminal behavior during adulthood, when compared to adolescents with high self-esteem. Low self-esteem may only be temporary for some adolescents; however, for others, low self-esteem can develop into other problems such as depression, anxiety, anorexia, obesity, and even result in suicide (Orth, Robins, Trzesniewski, Maes & Schmitt, 2009).

Self- concept, addressed by Sowislo and Orth (2013), refers to a domain of specific evaluations of the self, and like self-esteem, adolescents' self-evaluations may not always match reality. Psychological well-being greatly relies on having a clear sense of who and what one is, which is known as self-concept clarity (Richman et al., 2016). Self-concept confusion, which

can be described as having problems with self-concept clarity, is associated with a variety of negative outcomes such as anxiety and depression (Richman et al., 2016).

Golan and colleagues (2014) state that female adolescents fall victim to body dissatisfaction. Therefore, females are at great risk when it comes to suffering from misperceptions about their body size, which then creates a greater number of behaviors dedicated to weight control. Linville, Stice, Gau, and O'Neil (2011) stated that eating disorders are most likely to develop during late adolescence, a time of high motivation to conform to social norms, caused by peer and parental pressure as well as environmental influences such as the media (Kinard & Webster, 2010).

Mental Disorders

Low self-esteem is a major predictor for poor mental health, and therefore individuals struggling with self-esteem are at greater risk for developing a number of mental disorders. Considering that low self-esteem can develop into other major health problems, it is crucial to understand the consequences of not addressing the issue of low self-esteem in adolescent females (Santrock, 2014). The following mental disorders will be discussed in regards to their relationship to individuals with low self-esteem: (a) depression, (b) eating disorders, (c) substance abuse, and (d) suicide. In addition, difficulties in relationships and poor academic achievement also serve as consequences of not addressing low self-esteem and will be further explored as well.

Depression. Orth and Robins (2013) reported that low self-esteem is a defining feature of depression. Low self-esteem and depression are strongly correlated, which implies that low self-esteem can predict a certain level of depression. Low self-esteem might contribute to

depressive symptoms through a variety of interpersonal and intrapersonal pathway(s) (Trzesniewski et al., 2006).

One interpersonal pathway begins when individuals with low self-esteem excessively seek reassurance about self-worth from friends and relationship partners (Smetana et al., 2006; Trzesniewski et al., 2006). This increases the risk of being rejected by their support group and depression can occur as a result of the rejection. A second interpersonal pathway begins when low self-esteem motivates social avoidance, and therefore impedes social reinforcement and social support, which have been linked to depression (Orth & Robins, 2013). Individuals with low self-esteem are more sensitive to rejection and tend to reduce and withdraw from engaging in interpersonal closeness after conflicts occur, and as a result undermine attachment, satisfaction, and support in close relationships. An *intrapersonal* pathway explaining how low self-esteem contributes to depression, operates through rumination. Low self-esteem individuals are prone to rumination, and the tendency to ruminate about negative aspects of the self is closely linked to depression (Abela & Hankin, 2011; McLaughlin & Nolen-Hoeksema, 2011). Ultimately, this knowledge might serve as the basis for designing effective interventions aimed at preventing or reducing low self-esteem and/or depression (Trzesniewski et al., 2006).

Eating Disorders. Adolescence is a stage of development that is typically accompanied by significant physical changes, particularly bone growth (Faje et al., 2014). The normal developmental growth and changes that take place in an individual's life can be affected by eating disorders in a potentially dangerous way. Eating disorders such as anorexia nervosa, bulimia nervosa and binge eating disorder have been shown to have effects on not only the physical aspects of the individual, but also on their cognitive abilities. Autobiographical memory (AM) involves storing memories of personal experiences that help to form and shape an

individual's life (Bomba, et al., 2014). These memories are involved with the adolescent's "cognition, personality and the individual's cognitive functions, parts of the self, narrative abilities and affect regulation" (Bomba et al., 2014, p. 479). AM has been shown to be crucial in forming and maintaining an identity, forming self-meaning, and in promoting intimacy in personal relationships. Shaping the identity and forming these memories begins in adolescence, and it has been found that eating disorders have the potential to affect this memory formation and retention (Bomba et al., 2014).

Substance Abuse. As Mann and colleagues (2004) explain, an unstable self-concept and low self-esteem can play a significant role in the development of substance use disorders and participating in high-risk behaviors. Improving self-esteem is an important component of substance abuse prevention (Corrigan, Watson & Barr, 2006; Luoma, Kohlenberg, Hayes, Bunting & Rye, 2008). There is a critical degree of co-morbidity between and within internalizing and externalizing problem behaviors such as depression, suicide, and substance disorders (Mann et al., 2004). Internalizing behaviors as explained by Creemers, Scholte, Engels Prinstein and Wiers (2012), are behaviors that result from negativity that is focused inward. People with internalizing behaviors have difficulty coping with negative emotions or stressful situations, so they direct their feelings inside. Examples of internalized behaviors include: social withdrawal, feelings of loneliness or guilt, feeling unloved, feeling sadness, nervousness, irritability, and/ or fearfulness, as well as not standing up for yourself. Externalizing and internalizing behaviors both result from negative responses to stress. However, unlike internalizing behaviors, externalizing behaviors are focused outside of oneself. These types of behaviors may include but are not limited to physical aggression, destruction of property, underage drinking, and running away from home (Creemers et al., 2012).

Suicide. In the prediction of suicidal ideation, there is a strong correlation between negative life experiences and low self-esteem (Franck, De Raedt, Dereu, & Van den Abbeele, 2007; Wilburn & Smith, 2005). The stress adolescents experience when their support from others is perceived to be low can greatly lower self-esteem and increase stress and the risk of suicide (Hawton, Saunders & O'Connor, 2012). Adolescent suicide is a worldwide mental health problem, but it is of particular concern in highly industrialized nations such as the United States. According to The National Institute of Mental Health (NIMH) (2014), suicide was the second leading cause of death among individuals between the ages of ten and thirty-four.

Considering these alarming statistics, Wild, Flisher and Lombard (2004) believe that identifying adolescents at risk for suicide and building effective prevention and treatment programs should be a priority. Understanding the correlates and antecedents of suicidal ideation and self-harming behaviors, such as low self-esteem and depression, is an essential first step in this process. Research suggests that the predisposing psychosocial factors for suicidal behavior include the following: (a) mood disorders and substance use disorders, (b) cognitive distortions including hopelessness and pessimism, (c) low self-esteem, (d) recent life stress, (e) family dysfunction and insufficient social support. Of these risk factors, depression and low self-esteem have been identified as the most significant clinical risk for suicidal behavior (Brausch & Gutierrez, 2010; Wild, Flisher & Lombard, 2004).

Difficulties in Relationships

There is a substantial amount of evidence showing that high self-esteem is related to security and closeness in relationships (Trzesniewski et al., 2006). Spencer and Holmes (2007), explain how relationships offer people the potential of unconditional acceptance and love. However, relationships can also lead to rejection and heartbreak. One factor that influences

whether people focus on acceptance or rejection is their feelings about themselves. These feelings can be chronic dispositional securities and insecurities, such as self-esteem, that might prevent individuals from experiencing the affirming aspects of their relationships (Lomore et al., 2007). Individuals with low self-esteem in childhood and adolescence may be unable or unwilling to form supportive relationships with their peers and/or romantic partners, which may increase the likelihood for adjustment problems to develop and create additional new problems in adulthood (Marigold, Cavallo, Holmes & Wood, 2014; Smetana et al., 2006; Trzesniewski et al., 2006).

Poor Academic Achievement

There appears to be a strong correlation between academic achievement and self-esteem as reported in a large number of studies according to Mann et al. (2004) and Zuffianò et al. (2013). In the critical years of childhood and adolescence, positive feelings been shown to increase an individual's confidence and success at school, with positive self-esteem being a protective and predicting factor for academic success. Dropping out from the educational system could also reflect rebellion or antisocial behavior resulting from poor self-esteem and identity confusion. Low self-esteem can lead to problems in social functioning and school dropout when not addressed appropriately and effectively. Self-evaluations measured in childhood and in adolescence can also be linked to job satisfaction in adulthood (Mann et al., 2004; Zuffianò et al., 2013).

According to Trzesniewski et al. (2006), it has been theorized that adolescents with low self-esteem seek out a variety of antisocial behaviors as a way of enhancing their sense of self-worth. Adolescents with low self-esteem may also receive less attention and support from the people in their life such as their parents, teachers, and peers. A student with low self-esteem may

appear quiet and withdrawn and may not be willing or able to ask a teacher for help when needed, as a result, the student would continue to fall further behind in school never receiving the help that they need. This is one example of how low self-esteem might impact an individual's academic success. By providing adolescents with social support, self-advocacy skills and executive function skills such as planning, organization, time-management and goal setting, their ability to achieve academic success is much more likely (Trzesniewski et al., 2006).

Counseling in Schools

According to Crespi (2009) and Cicognani (2011), students at school present with an array of problems and one in five adolescents have a diagnosable mental disorder. From home to school, there are a variety of issues affecting their daily lives. Relevant to schools and school counseling programs, adolescents receive more services through schools than they do through any other system. Therefore, school-based mental health providers such as school counselors, can provide immeasurable assistance to their students (Cicognani, 2011; Crespi, 2009). One form of assistance that efficient and effective school counselors can provide is group counseling.

Group Counseling. Although group counseling is cited as an effective intervention, many high school counselors struggle to effectively plan and implement ongoing group counseling services (Green et al., 2013; Ripley & Goodnough, 2001). The overall frequency of group counseling in high schools has been found to be remarkably low, indicating the need for group counseling in schools (Ripley & Goodnough, 2001). Gladding (2003) defines a group as having two or more individuals who interact face to face with one another, while aware that each other belongs to the group and for the same purpose of working towards achieving mutually desired goals.

The main goal of group work according to Bergin (2004) and Sipe and Eisendrath (2012), is to create opportunities for members to increase their knowledge and skills to ultimately promote positive change and success. It is essential for counselors to determine which type of group would be most appropriate to the population and situation in which they are working. School counselors can support adolescent females in the school setting by incorporating psycho-educational groups where they would reap the wide variety of benefits that group counseling offers.

Group counseling in schools, according to P russe et al. (2009) and Green et al. (2013), exist on a continuum from being primarily psycho-educational in nature, to also being primarily therapeutic experiences for group members. Most groups have elements of each, and some may vary from session to session. Many developmental groups are primarily psycho-educational and concentrate on providing specific information in regards to a certain topic(s) to small groups of students (Green et al., 2013; P russe et al., 2009).

According Thompson and Henderson (2007), psycho-educational groups emphasize the utilization of educational methods to obtain information and develop meaning and skills. The group focuses on a specific theme and attempts to provide group members with a stronger awareness of a life problem or situation as well as the tools needed to cope with it. Counseling groups are growth oriented and members often learn how to strengthen coping skills and enhance self-esteem. It is believed that schools are in a strategic position to respond to mental health and health care needs of students due to schools having the opportunities for both intervention and prevention. Goals of counseling groups consist of the following: helping group members develop more positive attitudes and interpersonal skills, using the group to help aid in changing

behaviors, and assisting the transfer of the skills learned in group to the outside world (Thompson & Henderson, 2007).

Benefits of group counseling. As Jacobs, Masson and Harvill (2011) and Sipe and Eisendrath (2012) explain, there are a variety of benefits of group counseling. The many benefits of group counseling include: (a) efficiency, (b) commonality, (c) variety of resources, (d) viewpoints and feedback, (e) sense of belonging and commitment, (f) skills practice and (g) real-life approximation. By further discussion of group benefits, one can better understand the ways in which group counseling in the school setting can improve and promote self-esteem in adolescent females. As Jacobs et al. (2011) state, by counseling more than one person at a time, effort, time and resources are saved for both the students as well as the school counselor. Due to school counselors' large caseload of students, time is often limited making group work efficient and more productive in terms of addressing various specific topics.

By experiencing commonality, group members may discover that their thoughts, ideas and feelings are shared with other people who might have similar concerns. Group members can also feel less isolated and lonely in terms of their thinking and realize that others are perhaps dealing with the same or close to the same issues as they are. When adolescents understand that they are not the only one struggling, they often feel a sense of relief and comfort, which is a huge benefit of commonality among group members. Group members, as Jacobs et al. (2011) and Sipe and Eisendrath (2012) explain, have a wide range of opinions, ideas, advice and experiences to share with one another. This provides members with a variety of resources, viewpoints and feedback, along with support from not only the counselor but each other as well. These are all aspects of a group that individual counseling lacks in terms of extra support for all group members.

Individuals who are part of a group may identify with one another and feel as though they are part of something that is bigger than themselves (Jacobs et al., 2011). Feeling accepted, appreciated and understood by other group members can assist in promoting higher self-esteem and self-worth. The group environment provides members with a safe place to practice skills discussed and learned during group work (Jacobs et al., 2011). For example, group work may consist of practicing positive self-talk, anger management skills and conflict resolution skills, all of which can be practiced safely within the group setting. Practicing skills with other group members prior to using skills outside of the group allows for members to build their confidence and receive support from those around them.

According to Jacobs et al. (2011), group members learn ways of coping and relating within the group that they can then use in their everyday living. Groups move through stages during the process, including: the beginning, transition, working and leaving stages (Thompson & Henderson, 2007). During each stage the group will experience a variety of struggles, obstacles, feelings and victories, all of which will prepare them for the challenges they may face day to day outside of group. Learning the different skills in a group that are necessary and helpful in order to handle these challenges will benefit group members in real-life situations.

Application

Every person who identifies as female deserves respect, encouragement, support and guidance. With support from a variety of literature and social science research studies, one can argue there is a large need for a self-esteem curriculum supporting adolescent girls. According to Golan et al. (2014) positive self-esteem, emotional well-being, family connectedness and school success are considered protective factors against health-compromising behaviors. School can be an excellent place for adolescent girls to develop, gain self-confidence and improve their

self-esteem, through both learning and developing friendships (Cribb & Haase, 2016). Schools and peers, along with parents, have been found to be greatly influential in an adolescent's development of self-esteem (Strange et al., 2005). By providing adolescent girls with support and guidance within the school they attend, they will have the opportunity to work towards building a positive self-esteem, increase self-confidence and live a healthy and fulfilling life.

The product of this project is a curricular resource for school counselors working with adolescent female students in grades nine through twelve. The lessons are constructed to meet the expectations established by ASCA, to ensure counseling programs utilizing this resource remain in alignment with the accepted standards. Additionally, lessons have been organized utilizing the lesson plan format provided by ASCA (2015b) to ensure lesson components and explanations meet the expectations of the organization, as well as to identify the specific standards each lesson strives to fulfill. These lesson plan components include a description of the activity and its process, the targeted grade levels, the standards the lesson fulfills, learning objectives, necessary materials, and plans for evaluation.

When using these lesson plans, school counselors must remain aware of individual student needs, as the individual skills, interests, and personalities of students are highly variable, and critical in the development of a positive self-esteem. This may require school counselors to add to, remove from, or otherwise adjust session plans to better fit the student population being served. ASCA requests that each guidance lesson plan include a plan for evaluating the lesson, describing how data will be collected. Process data focuses on the delivery of the activity itself (ASCA, 2012). Process data can be represented through the formation of a small group session schedule. This schedule provides a representation of the number of sessions each small group is receiving during a quarter/ semester/ school year. Perception data must be collected to measure

what students learn through each of the sessions (ASCA, 2012). Counselors can gauge students learning and understanding by utilizing written or verbal pre and posttests. Counselors can begin each session with a discussion to determine how much students know about the topic by asking questions specific to the material that will be presented and wrap up the session by asking these questions again to see how student responses have shifted or changed. Outcome data representing how the lessons have influenced students must also be collected (ASCA, 2012). The collection of outcome data may vary from school to school, based on community, culture, and school resources. Counselors may want to administer a pre and post self-esteem assessment to see whether or not participation in the small group aided in student growth.

Before collecting data, counselors should be careful to consider what approach will provide an accurate and culturally sensitive representation of the population being served. Counselors may need to adjust the following session plans and activities to form a better fit with the student population being served. Counselors must be careful to assess session effectiveness and student learning based on the learning objectives and ASCA Standards the lesson is designed to fulfill.

Conclusion

Promoting a healthy self-esteem for adolescent girls is essential for their overall well-being, and support for this population can be provided through the creation of a school-based group counseling curriculum. Having the opportunities for both intervention and prevention, places schools in an excellent position to respond to the mental health needs of this population. Given that adolescence is a period of transition between childhood and adulthood that involves a variety of changes and stressors, group work can create opportunities for members to increase their knowledge and skills which will ultimately promote positive change and success (Cicognani, 2011; Sipe & Eisendrath, 2012).

This curriculum is intended to support and guide school counselors in the creation and implementation of small group sessions for adolescent females experiencing low self-esteem, grades nine through twelve. Because these session plans have been developed within the established national standards, counselors can be confident these expectations are fulfilled through utilizing this small group curriculum. Additionally, counselors can be confident that the social/emotional developmental needs of their students are being met through these small group sessions due to their foundation in both Erikson's psychosocial theory of development as well as Roger's theory of personality development. A school-based group curriculum focusing on enhancing self-esteem in female adolescents, will provide this population with the knowledge and skills they need, and the support that they may be seeking.

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Appendix A: Forms and Documents

*A School-Based Group Counseling Curriculum for Adolescent Girls
Experiencing Low Self-esteem*



By Amanda Doolittle

Appendix A: Table of Contents

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Referral Form

Student Name: _____

Grade Level: _____

Counselor Referring: _____

Date: _____

Reason for Referral: _____
_____**Student could benefit from working on the following:**

(Check all that apply)

- Self-esteem
- Body Image
- Trust
- Peer pressure
- Healthy relationships
- Conflict management
- Coping Skills

Has the student expressed interest in joining the group? Yes__ No__

One thing the student does well is _____
_____One thing the student struggles with is _____
_____Additional comments: _____

Parent Permission Form

Dear Parent or Guardian:

Your child has expressed interest in participating in small group counseling at school. Being a part of a group is an excellent way for students to (a) learn new skills, (b) develop self-confidence, (c) become more aware of how they view themselves, (d) practice new behaviors, and (e) better understand how to deal with the many problems life presents.

The group will meet once each week during the 2nd semester, and will be facilitated by Amanda Doolittle the counseling intern.

The following topics will be addressed during group sessions:

- Self-esteem
- Trust
- Peer pressure
- Healthy relationships
- Conflict management
- Coping Skills

If you have any questions/concerns, please contact your child's counselor (Counselor Name) at (email/ phone number)

You are asked to review the attached information about the girls group we offer at (School Name) and determine whether or not your child would benefit from participating in this group. If you feel that your daughter would benefit from this opportunity, please follow the directions below.

Completed permission forms are due to the (School Name) Counseling Office no later than (Time and Date)

*******Please detach and return lower portion of the page to the (School Name) Counseling Office.**

My daughter _____ Grade: _____

Has my permission to participate in the girls counseling group.

Parent's Printed Name: _____

Parent's Email: _____ Parent's # : _____

Parent/Guardian Signature: _____ Date: _____

Pre-Group Interview Outline

Introduction

- General description of the group
 - Discuss topic covered during group sessions
 - Group Logistics
- Why the student is being asked to participate
- Participation is voluntary

What can be gained

- Meet new people
- Work on goals
- Learn new skills

Goals

- Help the student select a general goal for the group meetings
- Goals may change and are determined by the student

Expectations

- Attendance, participation, support, and confidentiality
- Check student expectations

Explain the parent permission form and when to return the form to the counselor.

Brief summary and emphasis on the positive aspects of group

- Group members can practice behaviors, receive feedback and support as well as receive suggestions from others
- The counselor is not the only resource, group members are also a ~~another~~ resource
- The presence of peers can help reduce tension and feelings of loneliness

Give the pre-self-esteem assessment

- Explain the assessment and its benefits to group member
- Explain there will also be a post-self-esteem assessment

The screening process allows the counselor to decide who is appropriate for the girls group. The counselor must use his or her skills to determine whether the the student participating would fit within the content of the group.

Small Group Counseling Agreement

Purpose & Goal

The purpose and goal of this group is to promote a healthy self-esteem for all group members.

The group will work on and discuss:

- Self-esteem
- Trust
- Peer pressure
- Healthy relationships
- Conflict management
- Coping Skills

Length, Times, and Location

Length: 30 minutes

Day: Thursdays

Times: Every Thursday during SSP (9:07-9:37)

Location: Counseling Department (back room)

Agreements

Participation: All group members are expected to arrive on time to group meetings. Although you will NOT be forced to share, it is expected that all group members are fully engaged in group activities.

Support: We will always offer care and support to one another. Group should be considered a safe and welcoming place for all group members.

Confidentiality: What is shared in our small group stays in our small group, both during and after the group has ended.

Exceptions to Confidentiality:

- *Someone is hurting you*
- *You want to hurt someone*
- *You want to hurt yourself*

Student Name: _____ **Date:** _____

Student Signature: _____

Counselor Signature: _____ **Date:** _____

Attendance Sheet

Small Group Counseling

Name	Date	Date	Date	Date	Date
Amanda					
Lynn					
Becky					
Jennifer					
Emily					
Alexis					
Hannah					
Reilly					

Letter to Teacher*(If student will be missing class time due to group counseling)*

Good Morning,

This email is to inform you that **student name** is participating in small group counseling lessons every Thursday during (Class Period) from (Time-Time). In order to gain the most from our short amount of time together, the student will report to the counseling office for Thursday's SSP and attendance will be taken during our small group. This group will begin on (Date) and will be held every Thursday for the remainder of the semester. If you have any questions, please feel free to contact me.

Thank you,

Counselor's Name

Group Evaluation Form

I _____ feel that participating in this girl's group has been:

___ Very helpful

___ Helpful

___ Just OK

___ Did not help me at all

During the first session I felt:

I still feel this way ____ Yes ____ No

From this group I have learned:

My favorite topics discussed during group were:

Because of this group, I have set the following goals:

Other Comments:

Self-Esteem Survey

Name _____ Date _____

Directions: Please circle the number for each question that best describes your agreement with each statement.

Strongly Agree= 3 Somewhat Agree= 2 Somewhat Disagree= 1 Strongly Disagree= 0

- | | | | | |
|---|---|---|---|---|
| 1. I feel that I'm a person of worth, at least on an equal par with others. | 3 | 2 | 1 | 0 |
| 2. I feel that I have a number of good qualities. | 3 | 2 | 1 | 0 |
| 3. All in all, I am inclined to feel that I'm a failure. | 3 | 2 | 1 | 0 |
| 4. I am able to do things as well as most other people. | 3 | 2 | 1 | 0 |
| 5. I feel I do not have much to be proud of. | 3 | 2 | 1 | 0 |
| 6. I take a positive attitude toward myself. | 3 | 2 | 1 | 0 |
| 7. On the whole, I am satisfied with myself. | 3 | 2 | 1 | 0 |
| 8. I wish I could have more respect for myself. | 3 | 2 | 1 | 0 |
| 9. I certainly feel useless at times. | 3 | 2 | 1 | 0 |
| 10. At times I think that I am no good at all. | 3 | 2 | 1 | 0 |

Counselor use only:

Score _____

Scorer Name _____

Program Name _____

Date _____

The self-esteem survey may be utilized as an entrance/ exit instrument, as a tool for gauging where the student is prior to joining small group counseling, and upon completion. The survey is used a way to track progress and is shared with the student only. The results will be shared or utilized for any other purposes.

Source: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. (2005). Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, 2nd ed. Atlanta, GA: Dahlberg LL, Toal SB, Swahn M, Behrens CB. Electronic version available: <http://www.cdc.gov/ncipc/pub-res/measure.htm>.

Self-Esteem Inventory Scoring Instrument

1. I feel that I'm a person of worth, at least on an equal par with others.	3	2	1	0
Score	3	2	1	0
2. I feel that I have a number of good qualities.	3	2	1	0
Score	3	2	1	0
3. All in all, I am inclined to feel that I'm a failure.	3	2	1	0
Reverse Score	0	1	2	3
4. I am able to do things as well as most other people.	3	2	1	0
Score	3	2	1	0
5. I feel I do not have much to be proud of.	3	2	1	0
Reverse Score	0	1	2	3
6. I take a positive attitude toward myself.	3	2	1	0
Score	3	2	1	0
7. On the whole, I am satisfied with myself.	3	2	1	0
Score	3	2	1	0
8. I wish I could have more respect for myself.	3	2	1	0
Reverse Score	0	1	2	3
9. I certainly feel useless at times.	3	2	1	0
Reverse Score	0	1	2	3
10. At times I think that I am no good at all.	3	2	1	0
Reverse Score	0	1	2	3

Scoring: Points values are as indicated above, with the exception of items 3,5,8,9, and 10 which are reverse coded (score indicated in gray). To score the test, the points values of each response should be summed. A higher score indicates greater self-esteem.

Body Image Survey

Name _____ Date _____

Directions: Please circle one response for each question.

1. Are you happy with your body image?

Never Rarely Sometimes Often Always

2. Do you feel that you have a “normal” body according to mainstream depictions?

Never Rarely Sometimes Often Always

3. Are you happy with your current size?

Yes No

4. Do you feel that women’s magazines portray a realistic body image for women?

Never Rarely Sometimes Often Always

5. Do you feel that TV programs portray a realistic body image for women?

Never Rarely Sometimes Often Always

6. When shopping, have you ever felt frustration at being unable to find clothes that fit?

Never Rarely Sometimes Often Always

7. Have you ever bought clothes that are too small in the hope that you will lose weight and then they will fit?

Never Rarely Sometimes Often Always

8. Do you have any clothes in your wardrobe that do not fit but you keep because plan to “diet into them”?

Yes No

9. Do you count calories?

Never Rarely Sometimes Often Always

10. Do you discuss dieting with your family/friends?

Never Rarely Sometimes Often Always

11. Do you consciously buy “diet” foods?

Never Rarely Sometimes Often Always

12. Have you ever dieted?

Yes No

Body Image Survey (Cont'd)

13. Have you ever dieted to lose weight?

Yes No

Counselor use only:

Score _____

Scorer Name _____

Program Name _____

Date _____

The body image survey may be utilized as an entrance/ exit instrument, as a tool for gauging where the student is prior to joining small group counseling, and upon completion. The survey is used a way to track progress and is shared with the student only. The results will be shared or utilized for any other purposes.

Source: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. (2005). *Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, 2nd ed. Atlanta, GA: Dahlberg LL, Toal SB, Swahn M, Behrens CB. Electronic version available: <http://www.cdc.gov/ncipc/pub-res/measure.htm>.

Body Image Survey Scoring Instrument

Name _____ Date _____

Directions: Please circle one response for each question.

1. Are you happy with your body image?

Never=1 Rarely=2 Sometimes=3 Often=4 Always=5

2. Do you feel that you have a “normal” body according to mainstream depictions?

Never=1 Rarely=2 Sometimes=3 Often=4 Always=5

3. Are you happy with your current size?

Yes=1 No=0

4. Do you feel that women’s magazines portray a realistic body image for women?

Never=5 Rarely=4 Sometimes=3 Often=2 Always=1

5. Do you feel that TV programs portray a realistic body image for women?

Never=5 Rarely=4 Sometimes=3 Often=2 Always=1

6. When shopping, have you ever felt frustration at being unable to find clothes that fit?

Never=5 Rarely=4 Sometimes=3 Often=2 Always=1

7. Have you ever bought clothes that are too small in the hope that you will lose weight and then they will fit?

Never=1 Rarely=2 Sometimes=3 Often=4 Always=5

8. Do you have any clothes in your wardrobe that do not fit but you keep because plan to “diet into them”?

Yes=0 No=1

9. Do you count calories?

Never=5 Rarely=4 Sometimes=3 Often=2 Always=1

10. Do you discuss dieting with your family/friends?

Never=5 Rarely=4 Sometimes=3 Often=2 Always=1

Body Image Survey Scoring Instrument (Cont'd)

11. Do you consciously buy “diet” foods?

Never=5 Rarely=4 Sometimes=3 Often=2 Always=1

12. Have you ever dieted?

Yes=0 No=1

13. Have you ever dieted to lose weight?

Yes=0 No=1

Scoring: Sum the scores for each question. A higher score suggests a better body image and a low score indicates a negative body image.

Source: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. (2005). *Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, 2nd ed. Atlanta, GA: Dahlberg LL, Toal SB, Swahn M, Behrens CB. Electronic version available: <http://www.cdc.gov/ncipc/pub-res/measure.htm>.

Appendix B: Lesson Plans & Activities

*A School-Based Group Counseling Curriculum for Adolescent Girls
Experiencing Low Self-esteem*



By Amanda Doolittle

Appendix B: Lesson Plans & Activities



Welcome to Girl's Group: Initial Sessions

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Meet & Greet
Welcome to Girl's Group



Grade Level: 9th - 12th **Group Size:** 6-10 students **Time:** 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

- B-SS 1.** Use effective oral and written communication skills and listening skills
- B-SS 2.** Create positive and supportive relationships with other students
- B-SS 3.** Create relationships with adults that support success
- B-SS 4.** Demonstrate empathy
- B-SS 5.** Demonstrate ethical decision- making and social responsibility
- B-SS 6.** Use effective collaboration and cooperation skills
- B-SS 7.** Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 8.** Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS 9.** Demonstrate social maturity and behaviors appropriate to the situation and environment

Adolescent Developmental Concerns Addressed: Moral; Emotional

Objectives

Participants will:

- Introduce themselves to one another
- Learn about their group members
- Develop group norms/ group rules as a team

Materials

- Guess Who Cards: Index cards, pens or pencils
- Name Tags (table top name tag, cut and fold)
- Poster Board

Procedure: This is the initial group session, where students will introduce themselves to one another, get to know each other and learn about their group members. Begin this lesson by re-introducing yourself (facilitator), and passing out the name tag table toppers for each group member to write their name on and set in front of them. Then review the girls group agreement form (which they each should have received during the pre-group interview) and give the group the opportunity to ask questions.

Next, the group will engage in an icebreaker activity called “Guess Who Cards”. Each group member will receive 1 index card. On the index card (without sharing or discussing with anyone- yet) each girl will fill in the following blanks:

1. Favorite food: _____
2. Favorite color: _____
3. Favorite movie: _____
4. Favorite hobby: _____
5. Favorite season: _____
6. One-time I ... _____

After all of the group members have filled out their index card the group facilitator will collect them, mix them up, and read each card aloud to the group. The idea is that the group members try and guess which member’s card is being read. This allows for the group to get to know one another, and build connections.

The group will then transition into developing group norms/ rules. The facilitator should have a large piece of poster board set up in front of the group and some markers. Go over with the group the importance of creating groups and write 1 or 2 on the poster board to get the group started. Now have the group brainstorm together other rules that they would like to have for the group (examples: no talking while its someone else’s turn, be respectful, be on time, no cellphones, etc.). Once the group has created the group rules and have written them on the poster board, have each of the group members sign the poster board (this is showing their commitment to following the group rules). Review the group rules together as a whole.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides. Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

Images retrieved from:

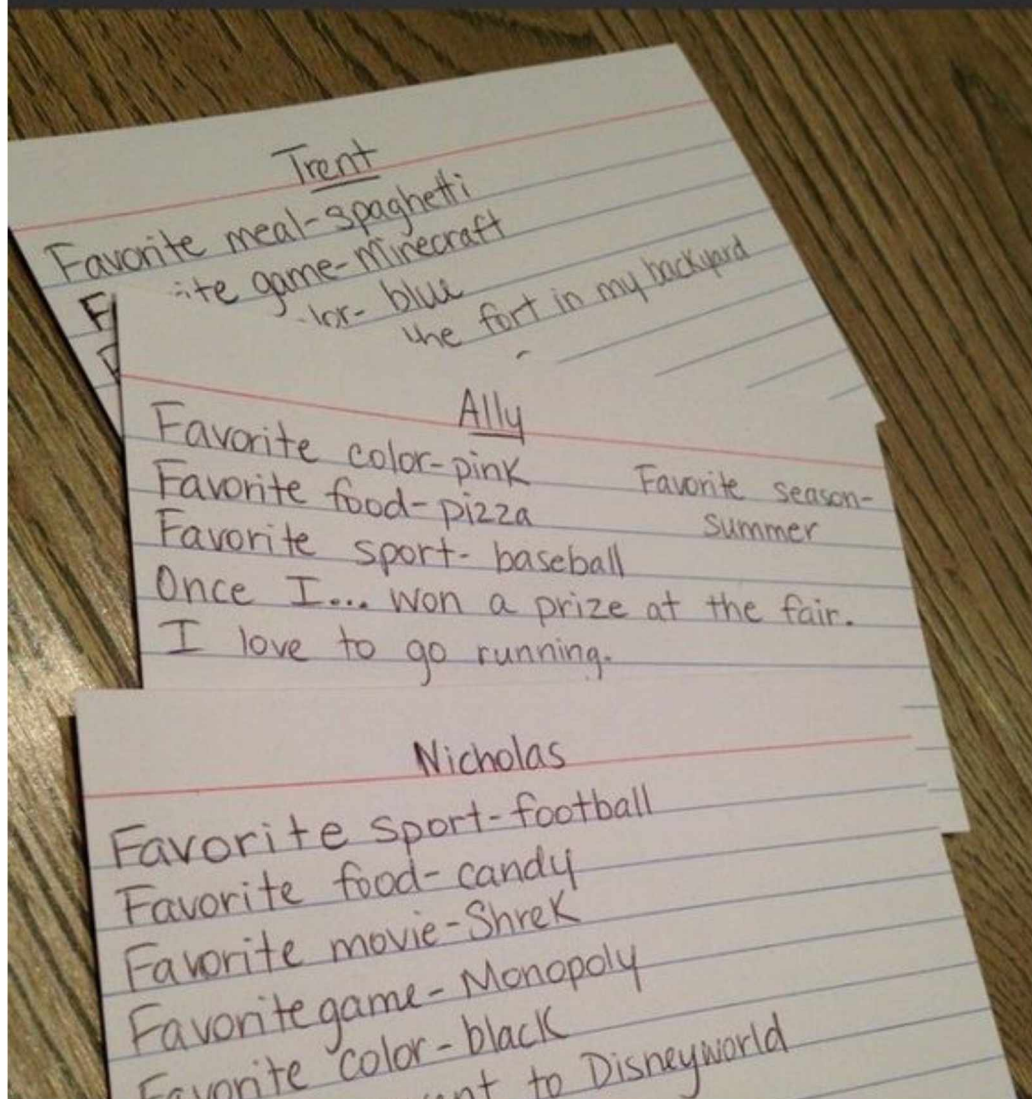
<https://www.pinterest.com/pin/188940146848018059/>

https://www.pinterest.com/pin/AeviwUsJaUnCP9lk_jmEor3bBadZaOWrzQAd-yVOHBVQu_NWhmoZPDM/

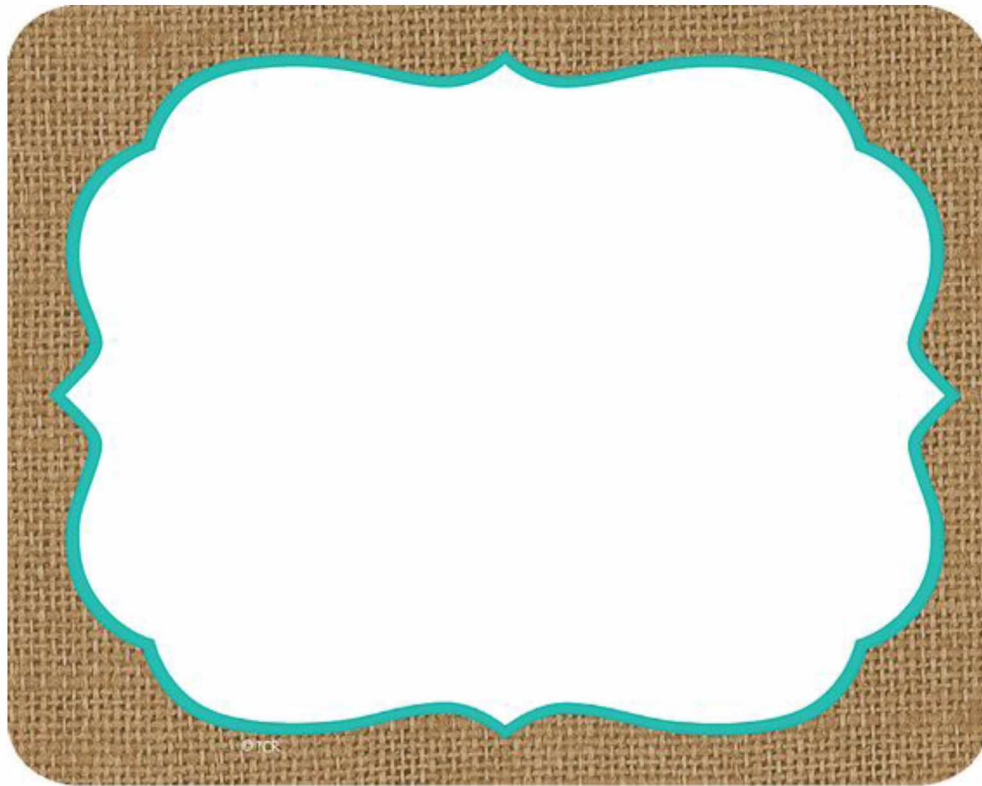
Guess Who? Cards Sample

GUESS WHO? CARDS

a fun time-filler activity that
will help students feel special



Name Tag Sample



Express Yourself
Welcome to Girl's Group



Grade Level: 9th - 12th **Group Size:** 6-10 students **Time:** 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Adolescent Developmental Concerns Addressed: Moral; Emotional

Objectives

Participants will:

- Identify character traits that they feel describe them
- Personalize their folders to represent them as a unique group member
- Understand the benefits of journaling and its significance in the Girl's Group

Materials

- Two Truths and A Lie (Instructions Worksheet/Facilitator Copy)
- Basic Folders (1 for each group member)
- Self-esteem Journal (1 journal for each girl)
- Character Traits Worksheet (1 for each group member)
- Scissors, glue sticks, Construction paper, Markers

Procedure: Begin this lesson with the Two Truths and A Lie icebreaker activity and then review the group rules created last session.

Next, handout the folders with the self-esteem journal pages inside to each group member. Explain to them how the journal will be used in group discussions, and expectations for journal entries (entries will be filled out daily). Inform the group that journaling can be used as a healthy coping skills for dealing with stress and change.

Then pass out the character traits worksheet (1 for each group member), scissors, a glue stick, construction paper, and markers. Explain to the girls that they will be using these materials to decorate and personalize the front of their folder. Ask them to choose from the character traits worksheet positive words that they feel describe them, cut them out and glue them to the folder. They can be as creative as they wish during this activity. Once they are all finished, have them show their folder to the group and read off some of the character traits they chose. Remind them that these folders are theirs to keep and use to store their journals, and any of worksheets that might be used during group lessons.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides. Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

This lesson was created based on the following resource:

<http://www.group-games.com/ice-breakers/two-truths-and-a-lie.html>

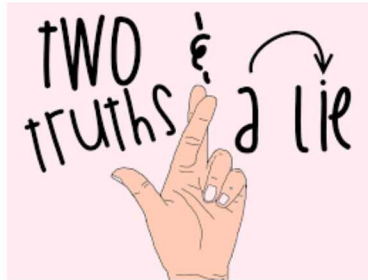
Images retrieved from:

<https://www.pinterest.com/pin/188940146847314616/>

<http://www.totallyterrificintexas.com/search/label/stations>

Two Truths and a Lie

Two Truths and a Lie is a classic icebreaker game in which one attempts to identify which of three statements is bogus.



Instructions

Have all group members sit in a circle. Each person prepares three statements, two of which are true and one of which is a lie. In any order, the person shares the three statements to the entire group. The object of the game is to figure out which statement a lie. The rest of the group votes on each statement, and the person reveals which one is the lie.

Variation (Optional)

Two Truths and a Dream Wish. As an interesting variation to the classic Two Truths and a Lie icebreaker, people may also play a version called Two Truths and a Dream Wish. Instead of stating a lie, a person says something that is not true — yet something that they wish to be true. For example, someone that has never been to Hawaii might say: “I have visited Hawaii when I was young.” This interesting spin often leads to unexpected, fascinating results, as people often share touching wishes about their lives.

Self-Esteem Journal

MONDAY	
Something I did well today...	
Today I had fun when...	
I felt proud when...	
TUESDAY	
Today I accomplished...	
I had a positive experience with (a person, place, or thing)...	
Something I did for someone...	
WEDNESDAY	
I felt good about myself when...	
I was proud of someone else...	
Today was interesting because...	
THURSDAY	
I felt proud when...	
A positive thing I witnessed...	
Today I accomplished...	
FRIDAY	
Something I did well today...	
I had a positive experience with (a person, place, or thing)...	
I was proud of someone when...	
SATURDAY	
Today I had fun when...	
Something I did for someone...	
I felt good about myself when...	
SUNDAY	
A positive thing I witnessed...	
Today was interesting because...	
I felt proud when...	

Character Traits

afraid * angry * artistic * athletic * awesome *
beautiful * bold * bored * bossy * brave *
brilliant * busy * calm * careful * charming *
cheerful * curious * dishonest * disrespectful *
embarrassed * evil * exciting * fair * fearful
* foolish * friendly * fun * funny * generous
* gentle * giving * greedy * grouchy * happy *
helpful * honest * imaginative * intelligent *
jealous * kind * lazy * lonely * loving * loyal *
lucky * mean * messy * nervous * nice *
nosy * polite * poor * proud * pretty * quick
* quiet * respectful * responsible * rude * sad
* selfish * serious * shy * silly * smart *
sneaky * spoiled * strict * stubborn * sweet *
talented * terrified * thankful * thoughtful *
trusting * trustworthy * unfriendly * unselfish
* wacky * wild * wise * wonderful * worried

Who Am I & How Am I Seen

Self-Awareness & Building Self-Confidence



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Adolescent Developmental Concerns Addressed: Moral; Emotional; Cognitive

Objectives

Participants will:

- Gain a better understanding of themselves, their interests, their dreams
- Describe themselves in various areas of their life
- Think about how others may see them (consider other perspectives)
- Identify what is accurate and what is not about others perceptions of them

Materials needed

- Who I am worksheet (1 copy for each student)
- How I am seen worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout both worksheets (1 copy for each group member). Have the group members complete both worksheets and then afterwards have the girls share a few things for each. Then hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing

their right arms over their left, and clasping hands with the girls on both sides. Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

This lesson was created based on the following resource

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Images retrieved from:

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Name: _____

Date: _____

How I'm Seen

Directions: Think about how other people in the world see you. Fill out the chart below with each of their perspectives in mind

Who?	How Do They See Me?
My Parents	
My teachers	
My Friends	
Other Kids at School	

Consider This : *What is accurate and what isn't? Is there any part you'd like to change? Why?*

(You actually can only control what YOU do and think, NOT what anyone else does!)

My Values & Beliefs

Self-Awareness & Building Self-Confidence



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 5. Demonstrate ethical decision- making and social responsibility

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Adolescent Developmental Concerns Addressed: Moral; Emotional

Objectives

Participants will:

- Identify their own personal values and beliefs in various areas of their life
- Identify their own personal values and beliefs about the world
- Identify their own personal values and beliefs about themselves

Materials needed

- My values and beliefs worksheet (1 copy for each student)
- Statements about the world worksheet (1 copy for each student)
- Statements about myself worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout all 3 worksheets (1 copy for each group member). Have the group members complete the My Values & Beliefs worksheet and then afterwards have the girls share with their group. Continue this for the next 2 worksheets and then hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides. Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

This lesson was created based on the following resource

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Images retrieved from:

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Name: _____

Date: _____

My Values and Beliefs

A huge part of knowing yourself is understanding and recognizing your own personal values and beliefs. Will your values and beliefs be different from your parents, teachers, and friends? Probably! Again, it makes you who you are as an individual.

Your values and beliefs will most likely change over time, too. As you grow, you will read, see, and experience more in the world. This will mold and shift your own values/beliefs over time.

Consider each idea below and write your own personal opinions. How important is each idea? What does it mean to you? Then, discuss with a group or partner.

Ideas	What I Think: My Beliefs & Values
Family	
Clothes & Looks	
Manners/ Respect	
Sports	
Education	
Money	
Friendship	

Name: _____

Date: _____

My Values and Beliefs

Statements About the World

Let's consider some statements about the world or people in general. Read each statement and indicate whether you agree or disagree on a scale from 1-5.

Then, fill in your reasoning and thinking about the statement.
Once you have filled in your beliefs, discuss with a partner or group.

Statement	1 = strongly agree 2 = agree 3 = in between 4 = disagree 5 = strongly disagree	My Reasoning & Thinking
“Everyone is beautiful in their own way.”		
“Success is defined only by your happiness.”		
“Life is what you make of it.”		
“Family is the most important thing.”		
“All you need is one really good friend.”		
“People never change who they are.”		

Name: _____

Date: _____

My Values and Beliefs (about myself)

You also have special values and beliefs about yourself. Again, these will likely change over time as you grow and experience more around you. Identify whether you agree or disagree with each statement about yourself. Then, explain and discuss why.

Statement	1 = strongly agree 2 = agree 3 = in between 4 = disagree 5 = strongly disagree	My Reasoning & Thinking
“I am beautiful the way I am.”		
“I trust myself to make my own decisions.”		
“I know where I want to go with my life.”		
“I have people by my side that I can trust.”		
“I know what makes me unique and special.”		
“I want to change something about myself.”		

Strengths & Weaknesses

Self-Awareness & Building Self-Confidence



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 30 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Adolescent Developmental Concerns Addressed: Moral; Emotional

Objectives

Participants will:

- Identify their strengths and their weaknesses
- Understand the importance of identifying one's own strengths and weaknesses

Materials needed

- Strengths & weaknesses worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout the Strengths & Weaknesses worksheet (1 copy for each group member). Have the group members complete the worksheet and then afterwards have the girls share with their group. Hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides.

Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

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Images retrieved from:

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Name: _____

Date: _____

Strengths and Weaknesses

Everyone has specific strengths and weaknesses. Some people might be skilled at math, but struggle with reading (or the other way around). At times, you might see someone who you think is great at everything, but it's never true. Every single person has their own individual strengths and weaknesses. It's what makes us unique!

*Identifying your own strengths and weaknesses can help you understand more about who you really are. **Complete the table below.** Then, discuss with a partner or group.*

What I'm Great At (My Strengths)	What I'm Okay At (In The Middle)	What Is Difficult For Me (My Weaknesses)

Celebrating Success & Learning from Disappointments

Self-Awareness & Building Self-Confidence



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Adolescent Developmental Concerns Addressed: Moral; Emotional; Cognitive

Objectives

Participants will:

- Identify times that they have experienced success
- Identify reasons for why they were successful
- Identify feelings about being successful
- Understand the importance of celebrating one's success
- Identify times that they have experienced failure or disappointment
- Identify what was learned by failing and how the experience might be helpful in the future

Materials needed

- Celebrating your success worksheet (1 copy for each student)
- Accepting and learning from disappointments worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout both worksheets (1 copy for each group member). Have the group members complete the Celebrating Your Success worksheet and then afterwards have the girls share with the group.

Continue this for the next worksheet and then hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides. Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

This lesson was created based on the following resource

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Images retrieved from:

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Name: _____

Date: _____

Celebrating Your Successes

A great way to help boost your self-esteem over time is to celebrate your wins and successes. You should acknowledge and give positive feedback to yourself when you make a good choice, do well on an assignment, or help someone else out. It's not bragging- it's just celebrating your successes! Brainstorm some times in the recent past that you experienced success. Pick the best three you can think of Write each one below. Then, think of reasons why you were successful in that specific situation (Did you study? Did you get help? Did you practice?) and finally explain how it made you feel.

When you finish, share your experiences with a partner or group. Reflect upon which experience you are most proud of and why.

Time you did well or experienced success	Some reasons you were successful	How did it make you feel?
#1		
#2		
#3		

Name: _____

Date: _____

Accepting and Learning from Disappointments

Everyone makes mistakes. It's really how we learn. It's important that when you make a mistake or fail at something, you take a step back and tell yourself it was okay. We all experience disappointments like this.

A disappointment might be not doing well on a test, saying the wrong thing to a friend, not making a sports team, and much more. It is any time that things didn't go the way you had hoped and/or anticipated.

Let's consider an example:

Anna worked really hard to try and make the top (A) basketball team at her school. She practiced several nights a week and even missed out on some times with friends to practice. She ended up not making the A team and was extremely disappointed.

What could Anna learn from that experience? Maybe Anna learns that sometimes you don't always make the top team. Could she have practiced more? Perhaps. Was she trying too much? Maybe. It's important to recognize that something can always be learned from mistakes and failures, though.

Below, consider three examples disappointments you've had. Explain and identify what you could learn from the disappointment, including how it might help you in the future.

What mistake did you make or failure did you experience?	What did you learn? How might it help you?
#1	
#2	
#3	

Self-esteem & Self-talk

Self-Awareness & Building Self-Confidence



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Adolescent Developmental Concerns Addressed: Moral; Emotional; Cognitive

Objectives

Participants will:

- Describe self-esteem
- Describe the difference between low self-esteem and positive self-esteem
- Identify things that can affect someone's self-esteem (good/bad)
- Describe what/ how low self-esteem looks/ feels like
- Describe what/ how positive self-esteem looks/ feels like
- Identify negative versus positive self-talk
- Understand the importance of self-talk and its influence over our self-esteem
- Describe the SOS technique for confronting negative self-talk

Materials needed

- What is self-esteem worksheet (1 copy for each student)
- 1 Small Bucket/ Basket
- Small strips of paper (pre-cut/ 5 for each student)
- Pens or pencils
- Positive self-talk statements worksheet (1 copy for each student)
- Negative self-talk stopping technique worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout 5 strips of paper to each girl and on each paper have them write down one negative self-talk statement that they catch themselves saying about themselves. Then have them fold up the strips of paper and place into the bucket in the middle of the table. Then the counselor will read aloud each paper in the cup and talked about the different statements. Next, provide each girl with the What is Self-Esteem? Worksheet and discuss the groups responses to each question.

Afterwards hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity. Provide each group member with the Positive Self-Talk Statements worksheet and the Negative Self-Talk Stopping Technique worksheet (1 for each group member). These worksheets are to serve as resources and reminders for the girls to use day to day, review each of them before concluding the session.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides. Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

Images retrieved from:

<https://www.pinterest.com/pin/196680708707251972/>

Name: _____ Date: _____

Answer the following questions individually and then we will discuss them together as a group:

1. What is self-esteem?
2. What things can affect someone's self-esteem (good/bad)?
3. What does low self-esteem look/feel like?
4. What does healthy self-esteem look/feel like?

Group Discussion: We will come together as a group and discuss the questions listed above, brainstorm together and share thoughts, feelings and ideas!!!

Positive Self-Talk Statements

What we tell ourselves affects our mood and our actions, so decide to think positively!

Here are some statements to get you started!

I am determined

I am a good and worthwhile person

I am unique

I am special

I have inner strength

I am confident

I hold my head up high

I am beautiful inside and out

I am a likeable person and I like myself

I care about others

I am needed and worthwhile

I am a loving person

I have a lot to be proud of

I have all that I need

I am in control of my life

I can achieve anything I want to achieve

I am moving towards my goals

I am in control of my choices

I am strong and healthy

My life has meaning and purpose

I choose to live a healthy and positive life

I can treat myself gently and with care

I will look for all the good that this day can bring

I have so much to offer

I am taking things one step at a time

I am important

Negative Self-Talk Stopping Technique

S-O-S

Negative Self-Talk Stopping Technique

S-top: Mentally tell yourself “stop!” to give you the opportunity to address the thought and interrupt the cycle.

O-observe: Observe what you are saying to yourself and how it is making you feel.

S-hift: shift your cognitive, emotional, or behavioral response by using positive coping skills and techniques.

Healthy Body Image

Self-Awareness & Building Self-Confidence



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Adolescent Developmental Concerns Addressed: Moral; Emotional; Cognitive; Physical; Sexual

Objectives

Participants will:

- Describe the ideal media body image for females.
- Describe how media images may be enhanced.
- List three implied messages about body type in advertising.

Materials needed

- Magazines, pens/ pencils
- Healthy Body Image Advertising Questionnaire worksheet (1 copy for each student)
- Circle of Influence worksheet (1 copy for each student)
- Mirror Mirror worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout the Healthy Body Image Advertising Questionnaire to each girl and provide them with magazines. Have the girls get into pairs and select two ads from the available magazines to analyze and answer the questions about each ad. Next, review the worksheet and discuss the

girls' responses to each question.

Afterwards provide each girls with the Circle of Influence worksheet and the Mirror Mirror worksheet to complete. Then hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides. Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

Discussion Questions

- Describe the ideal media body image for females.
- Describe how media images may be enhanced.
- List three implied messages about body type in advertising.

This lesson was created based on the following resource

Healthy Body Image: A lesson plan for high school students. Accessed online at:
www.extension.purdue.edu/extmedia/CFS/CFS-737-W.pdf

Images retrieved from:

<https://www.pinterest.com/pin/223139356509956283/>

Name: _____ Date: _____

Healthy Body Image Advertising Questionnaire

Get with a partner. Select two ads from the available magazines to analyze and answer the questions about each ad.

1. Does the ad include people with a variety of body shapes and sizes?

A. Yes

B. No

2. How do the people look in the advertisement? (What is their body type?)

A. Normal weight

B. Unusually thin C. Overweight

3. Do you think people who actually use the product being advertised typically have the body type shown in the advertisement?

A. Yes

B. No

4. Do you think the models in the ad naturally look the way they appear or do you think their picture or their appearance has been enhanced in some way?

A. This is their natural look.

B. The picture (or their appearance) was probably enhanced.

5. How would you say the people appear in this ad?

A. Happy/having fun

B. Unhappy

C. Neither happy nor unhappy

6. How would you describe the product being advertised?

A. Healthy

B. Unhealthy

C. Neither healthy nor unhealthy

Name: _____

Date: _____

Circle of Influence - Body Image Perceptions

1) My (parents, mentor, teacher, etc.) say that overweight people are:

2) My (parents, mentor, teachers, etc.) say that thin people are:

3) Boys say overweight girls are: _____

4) Boys say thin girls are: _____

5) Girls say overweight girls are: _____

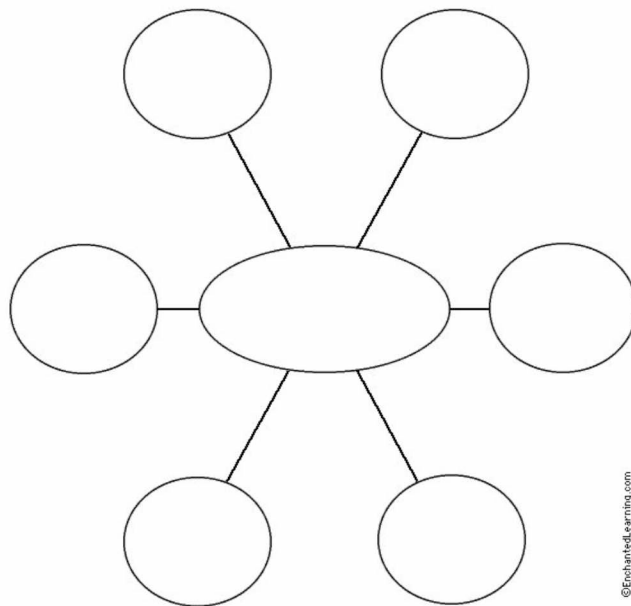
6) Girls say thin girls are: _____

7) I feel _____ about my body.

8) If I woke up tomorrow and I was overweight, I would feel:

9) If I woke up tomorrow and I was thin I would feel:

In the circle below, write “my body image” in the center circle. In the outer circles write the different influences in your life that impact your body image.

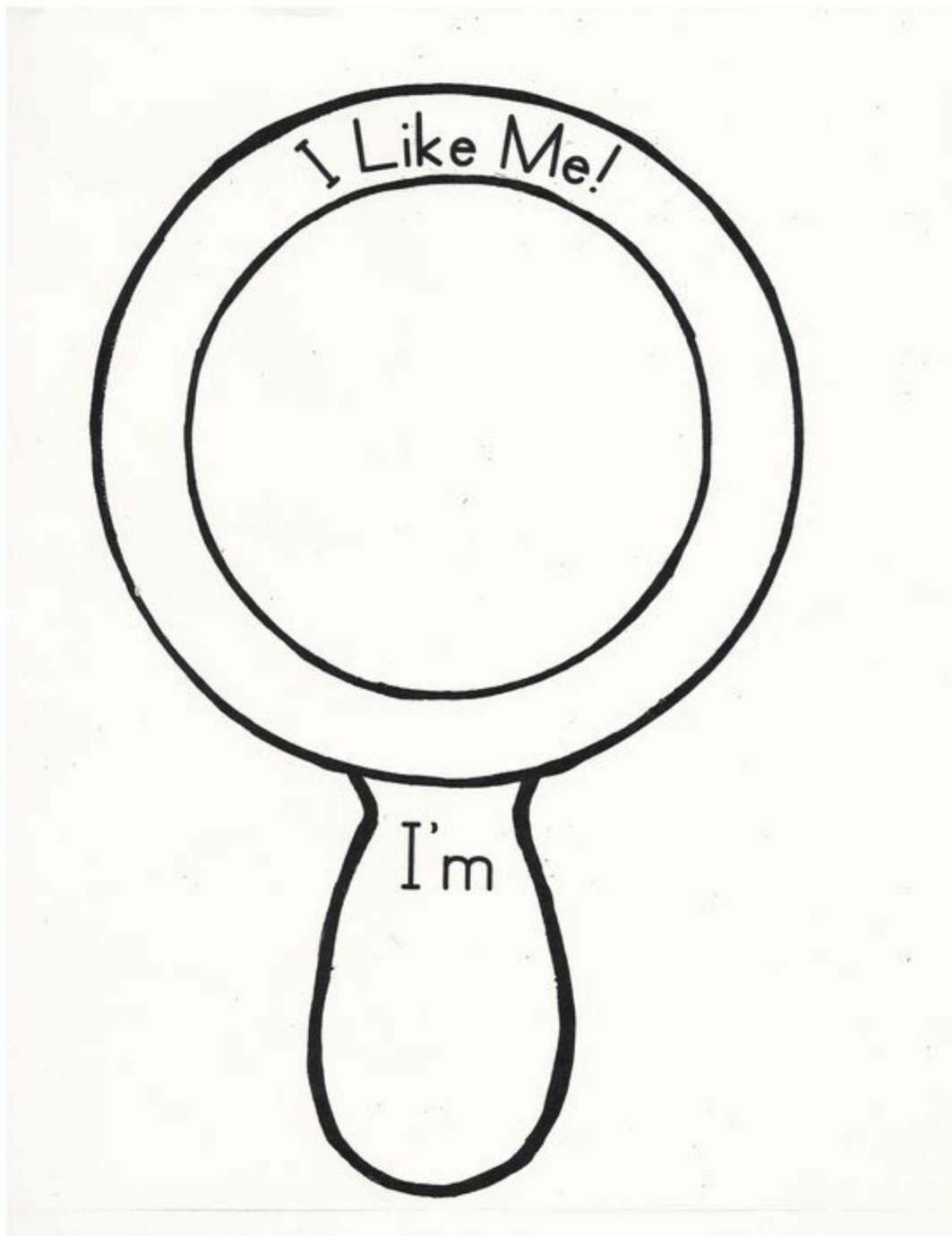


Name: _____

Date: _____

Mirror Mirror

*Write at least 5 genuine compliments to yourself inside the mirror below.
Practice picking up the mirror and reading those compliments to yourself.
Remember to say them with confidence!*



Healthy Relationships

Building & Maintaining Relationships



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 5. Demonstrate ethical decision- making and social responsibility

B-SS 6. Use effective collaboration and cooperation skills

B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Adolescent Developmental Concerns Addressed: Moral; Emotional; Cognitive

Objectives

Participants will:

- Identify the key elements in a healthy relationship
- Identify healthy and unhealthy qualities in a relationship

Materials needed

- Healthy relationships worksheet (1 copy for each student)
- Healthy or unhealthy worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout the worksheets (1 copy for each girl) and have them review and complete them both. Next, hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides.

Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

This lesson was created based on the following resource

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Images retrieved from:

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Name: _____

Date: _____

Healthy Relationships

Relationships are how you interact and get along with others. This includes your relationships with both boys and girls. There are several key elements to healthy relationships:

1. **RESPECT.** You should consider and value the other person's point of view and opinions. Even if you don't see eye-to-eye, you should try to understand where he/she is coming from. Respect also means no name-calling, put-downs, or hurtful comments.
2. **SUPPORT.** You should offer encouragement to the other person and be there for him/her when they are having a difficult time. It's important to have positive support and care for each other.
3. **COMPROMISE.** Both people in a relationship won't always agree on things. That is when you should compromise, which means you both give in a little and meet closer in the middle. For example, if you want to go out to a party but your friend wants to stay home, you could compromise by going out tonight but staying home the next time, or going out for a short time and then coming home. Compromise is so important because it means both people are willing to work at the relationship and give up a little for each other.
4. **BOUNDARIES.** Healthy relationships also need space, including time apart from one another. Each person should have other hobbies and friends to spend time with. It's also important to give privacy at times, too.
5. **OPENNESS.** People in any type of relationship should be feel free to share what they are thinking. If someone has a problem or concern, he/she should speak up about it. In turn, the other person should have respect and be willing to listen and hear his/her concerns.

For Discussion:

What might happen if a relationship doesn't have these qualities? How could you encourage someone else to show respect, support, or compromise?

- What might an unhealthy relationship look like?
- Why is it important to have healthy relationships with others?

Name: _____

Date: _____

Healthy or Unhealthy?

Consider each of the elements to a healthy relationship (Respect, Support, Compromise, Boundaries, Openness).

Work with a partner and create examples of a healthy versus unhealthy relationship (friends, family, romantic partners, etc.) Explain and discuss why.

Healthy	Unhealthy
#1	#1
#2	#2
#3	#3
#4	#4
#5	#5

Identifying & Communicating Feelings

Building & Maintaining Relationships



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

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B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 6. Use effective collaboration and cooperation skills

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Adolescent Developmental Concerns Addressed: Moral; Emotional; Cognitive

Objectives

Participants will:

- Become aware of and identify their feelings
- Identify strategies for communicating thoughts & feelings in an effective and healthy way
- Understand how and why it is important to use "I statements"
- Demonstrate through role play their ability to communicate thoughts and feelings

Materials needed

- Identifying Feelings worksheet (1 copy for each student)
- Communicating your feelings worksheet (1 copy for each student)
- "I statements" worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout the worksheets (1 copy for each girl) and have them review and complete all 3. Next, hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides. Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

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Images retrieved from:

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Name: _____

Date: _____

Identifying Feelings

My Feelings	What Makes Me Feel This Way	What Can I Do About It?
Happy		
Mad		
Sad		
Worried		
Excited		
Bored		
Scared		
Annoyed		
Nervous		
Ashamed		
Guilty		
Other:		

Name: _____

Date: _____

Communicating Your Feelings

A huge part of building healthy relationships is being able to share and communicate your feelings. Sharing your thoughts and feelings lets the other person know what you think, feel, want, and expect. No one is a mind reader! Therefore, your friend or partner can't know what's going on inside your head until you share it.

There are some simple “ground rules” or strategies for communicating your feelings in an effective and healthy way.

1. Talk face to face if something is bothering or upsetting you. You often can't tell tone or attitude online or with texting, so face-to-face is the best way to go.
2. Find a good time to share. The best time to talk openly is probably when you are alone and not involved in anything at the moment (like a movie or other activity). You might not want to share your feelings about something in front of a group of other friends either. Depending on what it is, it might embarrass or upset the other person.
3. Be honest! It's important to share the whole truth.
4. Use kind words. Communicating your feelings is NOT a time to attack the other person or put them down. These will not get you anywhere, and will only hurt the other person.
5. Take time to listen. Once you have shared your own concerns and thoughts, truly take time to listen to your friend or partner.
6. Use an “I Statement”. This allows for you to share your thoughts and feelings without blaming the other person.
7. Finally, make sure you end the conversation with some strategies for fixing the problem. You can ask, “What do you think we can do about it?” or ask, “Next time, can you try to _____”.

PRACTICE: With a partner or group, practice some I Statements. How could they help you?

Name: _____ Date: _____

Turn “YOU” Statements into “I” Statements

This worksheet gives you the opportunity to turn aggressive communication (“YOU” statements), into assertive communication (“I” statements).

Examples of “YOU” statements:

- Why are you acting so rude?
- Why are you always so nosy? It’s none of your business.

Examples of “I” statements:

- I feel uncomfortable and hurt when you raise your voice at me.
- I do not feel comfortable sharing something so personal.

Now it’s your turn! Change these “YOU” statements into “I” statements.

“YOU” statement: “YOU make me so mad!”

“I” statements: _____

“YOU” statement: “YOU have no right to say that to me!”

“I” statements: _____

“YOU” statement: “YOU never listen to me!”

“I” statements: _____

“YOU” statement: “YOU shouldn’t feel that way.”

“I” statements: _____

“YOU” statement: “YOU are too sensitive sometimes.”

“I” statements: _____

Empowering Each Other

Building & Maintaining Relationships



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 6. Use effective collaboration and cooperation skills

B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Adolescent Developmental Concerns Addressed: Moral; Emotional; Cognitive

Objectives

Participants will:

- Identify different ways to empower one another
- Reflect on empowerment approaches that can be utilized in real-life scenarios

Materials needed

- Empowering each other worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout the Empowering Each Other worksheet (1 copy for each girl) and have them review and complete it. Next, hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides.

Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

This lesson was created based on the following resource

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Images retrieved from:

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Name: _____

Date: _____

Empowering Each Other

Girls need to stick together and empower each other. That means giving each other strength, positivity, and encouragement so we can all reach our own individual potentials.

Sometimes girls end up competing with one another. It might make one girl feel better for a short period of time to try and “out do” someone else. However, sending positive vibes, words, and feelings is a much better long term solution. Not only will you help someone else feel better, but you’ll also feel great being kind to someone else.

To empower each other, you can give a compliment, start a conversation, say something nice, listen, help someone, or give encouragement. Together, girls can be a positive force that no one can break!

Read the examples below. Discuss and list ways that you could help empower and encourage the girl in each scenario.

Scenario	Ways to empower/ encourage ...
#1 Ella is sitting alone at lunch. You don’t know her very well but you can tell she looks sad.	
#2 You see someone slam Jasmine’s books down and walk away laughing. Jasmine is picking them up on her own	
#3 After getting a math test back, the girl sitting next to you mentions that she did horrible and crumples up her test.	
#4 Aubrey comes into class with bright red dyed hair. Many people are staring at her.	

Accepting Differences & Finding Commonalities

Building & Maintaining Relationships



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 6. Use effective collaboration and cooperation skills

B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Adolescent Developmental Concerns Addressed: Moral; Emotional

Objectives

Participants will:

- Understand the difference between accepting and agreeing
- Develop respectful reactions to differences
- Identify similarities and differences between themselves and a partner
- Understand how having both similarities and differences can be a good thing

Materials needed

- Accepting differences worksheet (1 copy for each student)
- Finding things in common worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout both worksheets (1 copy for each girl) and have them review and complete both. Next, hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides.

Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

This lesson was created based on the following resource

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Images retrieved from:

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Name: _____

Date: _____

Accepting Differences

Not everyone sees the world exactly like you do. It would be totally boring if everyone did! As you get older, it becomes more and more important that you learn to accept others' differences. Accepting someone else's beliefs or views does not mean you agree with them, but it means you are understanding that everyone is entitled to their own opinions.

Let's consider some fun scenarios. For each scenario, imagine you don't agree with it (even if you DO!). How could you react in a polite, respectful, and accepting way when you disagree?

Scenario	How Could You React?
#1 Your best friend dyes her hair a mix of purple and pink. You think it looks horrible.	
#2 A friend asks you to go to a concert but it's a band you absolutely hate.	
#3 A classmate has started wearing boots with animal fur. You don't like them because you are for animal rights.	
#4 Your best friend tells you which guy she has a crush on. It's a guy you think is a serious jerk.	
#5 A classmate doesn't celebrate Christmas, even though everyone else you know does.	
#6 At lunch, a friend says she hates basketball. It's your favorite sport.	

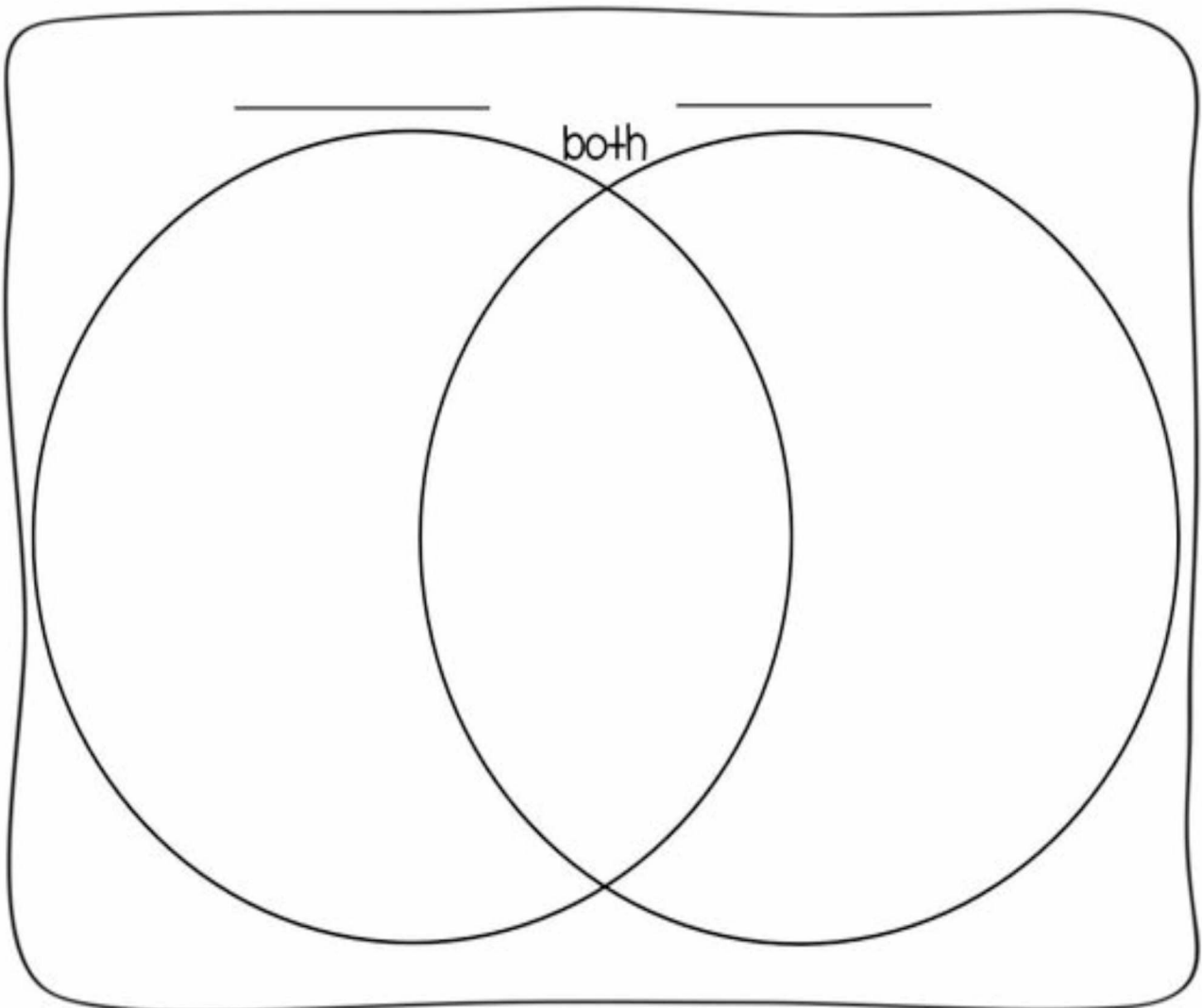
Name: _____

Date: _____

Finding Things in Common

Directions: With a partner, discuss some (or all) of the topics listed.

Use the Venn Diagram to list what is similar and different for you and your partner.



Dealing with Peer Pressure

Peer Pressure & Bullying



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 5. Demonstrate ethical decision- making and social responsibility

B-SS 6. Use effective collaboration and cooperation skills

B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Adolescent Developmental Concerns Addressed: Moral; Emotional

Objectives

Participants will:

- Be able to define what peer pressure is
- Develop a strong understand of their beliefs, possible outcomes, and their choices
- Identify the different ways to say “no”
- Practice and discuss how a person can say “no”, given different scenarios

Materials needed

- Dealing with peer pressure worksheet (1 copy for each student)
- Saying no worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout the worksheets (1 copy for each girl) and have them review and complete both. Next, hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides. Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

This lesson was created based on the following resource

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Images retrieved from:

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Name: _____

Date: _____

Dealing with Peer Pressure

Peer pressure is when someone is influenced by others to do something others are doing. It may be something you do or do not want to do. Understanding peer pressure is important – it becomes quite strong in your teen years and doesn't completely vanish as you get older.

Just because others around you are doing something doesn't necessarily make it right. It's important that you stick with your own morals, values, and beliefs when you encounter these types of situations. This can become very challenging when you want to fit in and be accepted by others.

There are no clear or simple answers when it comes to peer pressure. You should consider these questions, though: Is this safe? Will this make me happy? Do I agree with this? What are the consequences for this?

Below contains a table of some topics related to peer pressure. For each topic, consider your own personal beliefs, what the possible outcomes could be, and what the best choice would be.

Topic/ Situation	My Beliefs	Possible Outcomes	My Choice
#1 Smoking cigarettes			
#2 Bullying/ being mean to others			
#3 Coping on a test or quiz			
#4 Dieting to be thinner			

Name: _____

Date: _____

Saying No

Sometimes when someone asks you to do something, you might feel like you need to say yes. This is especially true if you're trying to be nice or just go with the flow. It's an incredibly important message to know that you can (and sometimes should) say no.

Here's an example: Mindy is shopping with all of her friends. A good friend, Sarah, asks her, "Can you put this into your purse for me?" It's a jewelry box from the shelf. Mindy knows that stealing is wrong and doesn't really want to do it. What should she do? This is a perfect example of when Mindy should say "No." She's not being a bad friend or being difficult. Instead, she's saying no to do what she thinks is right.

Some Ways to Say No:

"No thanks, I'm not interested."

"Not now, maybe later."

"No, that's not something I do."

"No, I don't want to."

Can you think of more?

Review the following scenarios.

Practice and discuss how each person could "say no".

Scenario	How could they "say no"
#1 Allison asks Peggy to stay out one extra hour later. Peggy knows she can't or she'll be grounded.	
#2 Molly tries to convince Deb to skip school tomorrow since some other girls are doing it.	
#3 Mark asks Tammy to go to the movies with him but she's not interested in him as more than a friend.	
#4 Aisha gets a text from a friend asking to copy last night's homework.	
#5 Carmen tells Wendy she should carry her books for her. Wendy doesn't want to.	

Cyberbullying & Text Talk

Peer Pressure & Bullying



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 5. Demonstrate ethical decision- making and social responsibility

B-SS 6. Use effective collaboration and cooperation skills

B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Adolescent Developmental Concerns Addressed: Moral; Emotional

Objectives

Participants will:

- Define the different forms of bullying
- Define the following: bully, target, bystander
- Identify ways to deal with bullying and cyberbullying
- Identify how text or online messages can be misunderstood/ misinterpreted

Materials needed

- Cyberbullying worksheet (1 copy for each student)
- Texting vs. in Person worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout the worksheets (1 copy for each girl) and have them review and complete both. Next, hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The

friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides. Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

This lesson was created based on the following resource:

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Images retrieved from:

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Name: _____

Date: _____

Cyberbullying

Cyberbullying is a serious problem. It is similar to face-to-face bullying, but sometimes even worse because the bully can hide behind a phone or computer screen.

Cyberbullying is when someone is targeted in a negative way using texting or online. Examples might be posting embarrassing or mean pictures online of someone, making fake profiles, creating and sending rumors, and sending mean messages.

Many cyberbullies feel comfortable online because they are not face-to-face with their victim. Remember that if you wouldn't say it to someone's face, you definitely should NOT be writing it online.

How Should You Deal with Cyberbullying?

- Don't respond. Responding only encourages the bully to keep messaging or posting. Definitely don't say anything negative or mean, either, as this makes you involved in the cyberbullying, too.
- If someone is saying mean things to you, save the messages as a screenshot. This will serve as proof when you need to show an adult.
- Block or report the person if you can.
- If you receive a forwarded text or email with something that you think might be cyberbullying, tell an adult right away. Do NOT send the message to anyone else, as this makes you part of the chain.
- Messages, photos, and videos can be forwarded and spread very quickly. It's important to tell an adult so that those are dealt with right away.
- Tell an adult about any threats or continued problems. It might seem like a joke, but cyberbullying is a serious matter. The adult can help you figure out what is best to do.

What Else Can You Do?

- Remember that cyberbullying isn't your fault. Try to not take it personally.
- The cyberbully is saying hurtful things on purpose to upset you, but it really has everything to do with them and not you.
- Put your phone or computer away for a bit. Spend time doing other positive things that you enjoy.
- Talk to a trusted adult or friend. If you feel like you may need help with some issues online, it's always better to talk to someone and make sure you're doing the right thing.

Name: _____

Date: _____

Texting vs. In Person

Texting and online chat don't convey messages the same as in person. You might think you are saying something positive online or in text, but the other person could take it an entirely different way.

Text Talk

Let's consider some statements and messages. Imagine that they are said online. Come up with at least two possible ways that each messages can be understood or interpreted.

Text or Online Message	At least 2 Ways it Can be Interpreted
"Thanks a lot for helping me on that assignment. What. A. Friend."	1. 2.
"HOW COULD U DO THAT????"	1. 2.
"Don't ever talk to me againnnn. Haha"	1. 2.
"I'm soooo done with this."	1. 2.
"Whatever. I don't care."	1. 2.

Standing Up for Yourself & Others

Peer Pressure & Bullying



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

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B-SS 6. Use effective collaboration and cooperation skills

B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Adolescent Developmental Concerns Addressed: Moral; Emotional

Objectives

Participants will:

- Describe the differences between passive, aggressive, and assertive communication styles
- Understand why assertive communication is the most effective strategy
- Identify techniques to use to stand up for yourself
- Identify alternatives for when standing up doesn't work
- Understand the importance of standing up for others
- Identify ways to stand up for others

Materials needed

- Standing up for yourself worksheet (1 copy for each student)
- Standing up for others worksheet (1 copy for each student)
- Assertive vs. Aggressive worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout all 3 worksheets (1 copy for each girl) and have them review and complete each separately. Next, hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides. Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

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Name: _____

Date: _____

Standing Up for Yourself

If someone isn't treating you with respect, you should feel comfortable and confident to stand up for yourself. If you ignore the mistreatment or let it happen, it may not get better. Sometimes, it even gets worse over time.

How Can You Stand Up for Yourself?

To stand up for yourself, first you should stand up tall and show you are confident. Look the person right in the eyes. Then, you should use an assertive tone with the person being mean to you. You can tell them, "Leave me alone" or "Mind your own business". You don't want to say anything mean back to them, as this can make the situation worse.

What If That Doesn't Work?

- Let a good friend know you are having trouble with one particular person. Your friend can have your back, be there for support, and even join you if you need to be around the other person.
- Talk to a trusted adult. Talking to an adult doesn't mean you are tattling or being a baby. It's a way of getting extra support and assurance you are doing the right thing. You don't even necessarily need him/her to intervene, but letting them know will help keep an eye out for the behaviors that are bothering you.
- Keep a positive attitude. Someone being mean to you ultimately wants the power and wants you to feel miserable. There is nothing like showing that it won't work on you!

ACT IT OUT

With a partner or group, act out a situation where someone is being mean or rude to you. Use the strategies above to show that you can stand up for yourself in a respectful but assertive way.

Name: _____

Date: _____

Standing Up for Others

Everyone knows that bullying and mean behavior happens. Even if you're not part of it, you really ARE part of it. If you see someone being mean or hurtful to someone else, you have the choice of standing by and letting it happen or standing up for someone else.

It's important to stand up for others

Why? First, it sends a strong message to the person being mean that it won't be tolerated or allowed. It may even give others strength to stand up against the mean behavior. Also, standing up for someone else gives the person being bullied some comfort. It tells him or her that they are not alone. Finally, standing up for others will help you feel better, too.

Ways to Stand Up for Others

- Don't watch, encourage, laugh at, or participate in the bullying or mean behavior.
- Get the person being mistreated away from the bully. You can say, "Come on, I need to talk to you about something."
- Tell others to mind their own business or leave him/her alone. Offer to talk to the person and any other support he/she may need.

Respond to the questions on your own and then discuss with a partner or group:

1. Can you think of a time someone else stood up for you? How did it make you feel?

2. Is it okay to stand up for someone even if you don't really like him or her?

3. When and where are some places and times you might need to stand up for others?

Name: _____

Date: _____

Assertive vs. Aggressive

While communicating with others, there are different styles and approaches you can take to try and share your opinion. You can be passive, assertive, or aggressive.

- ❖ **Being passive** means letting others decide things for you and being easily overruled. This often isn't an effective communication strategy since you should know your opinion matters!
- ❖ **Being aggressive** is stating your opinion in such a strong way that it may offend, hurt, or bring others down. This isn't an effective strategy either, since you will likely hurt others and ruin relationships with those around you.
- ❖ **Being assertive** means stating your opinion in a strong and confident way, while still being respectful to others. It's important to be assertive sometimes to make your point and be taken more seriously. This is the most effective strategy to communicate your thoughts and feelings.

Review the situations below and identify which communication style each person is using. How do you know?

Scenario	Communication Style- How do you know?
Jane is in a group for a math project. She has an idea for what to do but Maggie already gave everyone their jobs. Jane thinks that is probably fine.	
After getting in a disagreement, Yolanda screams at Trisha and tells her she better not sit next to her again at lunch.	
At dance team, Susana shares with the group that she found some cool routines she found online and would like to share them.	
Gina heard from a friend that Vanessa was talking about her. Gina went to Vanessa directly to ask her if it was true.	

Personal Stress Awareness

Healthy Ways to Cope with Stress



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

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B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

B-SMS 7. Demonstrate effective coping skills when faced with a problem

Adolescent Developmental Concerns Addressed: Moral; Emotional; Cognitive; Physical; Sexual

Objectives

Participants will:

- Identify their own personal causes of Stress
- Identify their emotional, physical and behavioral reactions to stress

Materials needed

- Causes of stress worksheet (1 copy for each student)
- Reactions to stress worksheet (1 copy for each student)
- Personal stress awareness worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout all 3 worksheets (1 copy for each girl) and have the group review and complete all three separately. Next, hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing

their right arms over their left, and clasping hands with the girls on both sides. Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

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Name: _____

Date: _____

Causes of Stress

Everyone is affected by stress at one time or another and reacts differently to it. Stress is the mind and body's reaction to challenges and pressure. With the right coping techniques, stress can be successfully managed.

Below are some causes of teen stress. Circle any that apply to you currently or some you may have experienced in the past.

Possible Causes of Stress

Family issues and obligations Problems with friends

Social awkwardness

Peer pressure

Being bullied

School demands/grades and tests

Over Scheduling activities

Dating relationships

Moving or changing schools Job/employment

Expectations of others

Parents

Physiological changes

Following rules

Getting into trouble

Feeling embarrassed

Being teased

Can you think of any other causes of teenage stress?

Name: _____

Date: _____

Reactions to Stress

Stress, over a long period of time, can overwhelm a person's ability to cope with stress. Stress can affect emotions, thinking, behavior, and the body. Learn to recognize the symptoms and reactions to manage, reduce or eliminate stressful situations.

Circle some reactions you may have experienced from the three areas below.

Emotional Reactions

	Crying more often	Frustration	Anger
Confusion		Overwhelmed	Impatience
Shock	Sadness		Helpless and hopeless
Fear	Anxiety	Nervousness	Depression

Physical Reactions

Headaches	Muscle tension	Stomach problems
Sweating	Difficulty breathing	Rapid pulse
Fatigue	Frequent colds	Weight loss or gain
Feeling sick more often		Gritting or grinding teeth
Trembling hands		Rashes, hives

Behavioral Reactions

Isolation	Sleeping too much or too little	Smoking, alcohol or drug use
Difficulty concentrating		Doesn't consider consequences
Procrastinating or neglecting responsibilities		Hurt myself or someone else
Poor judgment	Avoiding Parents	Rebellion
		Lying and making excuses
Aggressive behavior/violence		Lack of motivation and effort in school

Name: _____

Date: _____

Personal Stress Awareness

Teens can experience a lot of stress—school pressures, family issues and obligations, dating, friendships, school demands, and scheduling too many activities. Be aware of the causes of stress.

What causes you stress?

What things in your life are causing you the most stress?

What stressful situations are in your control? (relationships, school, etc.)

What stressful situations are out of your control? (family issues, moving, etc.)

Coping with Stress

Healthy Ways to Cope with Stress



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

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B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

B-SMS 7. Demonstrate effective coping skills when faced with a problem

Adolescent Developmental Concerns Addressed: Moral; Emotional; Cognitive; Physical; Sexual

Objectives

Participants will identify:

- How they usually handle stress
- Which strategies are successful versus unsuccessful
- What stressors can be eliminated or avoided
- Examples of positive stress in their life
- How they handle positive stress
- Whether or not positive stress motivates them or helps them to perform

Materials needed

- How do you cope with stress? worksheet (1 copy for each student)
- Positive stress worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout both worksheets (1 copy for each girl) and have the group review and complete each. Next, hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

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Name: _____ Date: _____

How Do You Cope with Stress?

Learning how to cope with stress in healthy positive ways can help manage any stressful situation that comes along.

How do you usually handle stress?

Which of those strategies are successful?

Which of those strategies are unsuccessful?

What stressors can you avoid or eliminate?

Name: _____

Date: _____

Positive Stress

Even the most positive and exciting events can cause stress. Stress can motivate a person to perform well, keep focused and energized. For example, feeling stressed about a test coming up can motivate you to study more.

Below is list of examples of positive stress. Circle all that apply to you.

School homework and tests

High school graduation

New school

Dating relationships

Sports

Planning for

college

Extracurricular activities

Job

Friendship

Roller coaster ride

Give some examples of positive stress in your life.

How do you handle positive stress?

Does this type of stress ever help you to perform or motivate you?

What Are You in Control of?

Healthy Ways to Cope with Stress



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

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B-SMS 7. Demonstrate effective coping skills when faced with a problem

Adolescent Developmental Concerns Addressed: Moral; Emotional; Cognitive

Objectives

Participants will identify:

- What situations they are in control
- What situations they are not in control of
- How they have control in various areas of their life

Materials needed

- What are you in control of? worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout the What Are You in Control of? worksheet (1 copy for each girl) and have them review and complete it. Next, hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides. Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

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Name: _____

Date: _____

What Are You in Control of?*Recognize that there are situations you can control and cannot control.*

Are you getting stressed about situations that are actually in your control?

Describe how you have control in each category.

Personal style:

1.

2.

3.

Sports/ activities:

1.

2.

3.

School/ classroom:

1.

2.

3.

Personal time:

1.

2.

3.

Home:

1.

2.

3.

At-risk behaviors:

1.

2.

3.

Relationships:

1.

2.

3.

Community:

1.

2.

3.

Other:

1.

2.

3.

Thoughts, Feelings, Behaviors

Healthy Ways to Cope with Stress



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

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B-SS 4. Demonstrate empathy

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

B-SMS 7. Demonstrate effective coping skills when faced with a problem

Adolescent Developmental Concerns Addressed: Moral; Emotional; Cognitive

Objectives

Participants will:

- Understand how thoughts lead to feelings which then lead to actions
- Understand how negative thoughts generate negative feelings, and then negative behaviors
- Be able to replace negative thoughts with positive ones

Materials needed

- Thoughts, feelings, behaviors worksheet (1 copy for each student)
- Replacing negative thoughts with positive ones worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout both worksheets (1 copy for each girl) and have the group review and complete each. Next, hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides.

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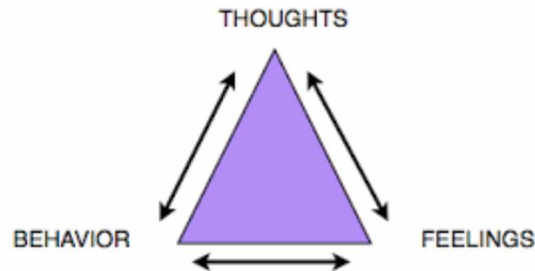
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Name: _____

Date: _____

Thoughts, Feelings, Behaviors

When a situation or event occurs, we start to formulate thoughts that lead to feelings and to then actions. It is hard to be positive when stressful or bad things are happening in life. Sometimes people get trapped into negative thinking patterns if they feel their circumstances are too overwhelming.



Think about several recent tasks or situations. Do you generally respond in a positive or negative way? List some thoughts you had about it, how you felt, and how you acted. Notice if your thoughts are mostly positive or negative.

Thoughts	Feelings	Behaviors
<i>Examples:</i> My friend is a liar. I might fail my math test.	Angry, distrust Anxious, worried, nervous	End the friendship Study more

Name: _____

Date: _____

Replacing Negative Thoughts with Positive Ones

Be aware of how often and in what circumstances you have negative thoughts. Will those thoughts cause self-sabotaging behaviors? Challenge negative thoughts by asking yourself questions. Is there another way to look at this? What can I do to change this situation? Replace negative thoughts with positive ones. Practicing positive thoughts enables you to make helpful and effective changes.

Replace negative responses with positive ones listed below.

Negative Thoughts	Positive Thoughts
My parents will never understand me.	
My friends are dumb.	
I hate the way I look.	
I will always be lonely.	
Nothing ever goes my way.	
I always make mistakes.	
It's not going to work out, why try?	
I hate my school.	
I will never pass this class.	
I will never go to college.	

Stress Management Plan

Healthy Ways to Cope with Stress



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

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B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

B-SMS 7. Demonstrate effective coping skills when faced with a problem

Adolescent Developmental Concerns Addressed: Emotional; Cognitive

Objectives

Participants will:

- Develop a personalized stress management plan
- Identify and demonstrate relaxation techniques
- Identify and demonstrate stress reliever techniques

Materials needed

- My stress management plan worksheet (1 copy for each student)
- Relaxation techniques worksheet (1 copy for each student)
- Stress relievers worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout the Relaxation Techniques and Stress Relievers worksheet (1 copy for each girl) and have them review and circle ones that interest/ work for them. Next, provide each girl with a My Stress Management Plan worksheet, have them complete it and then hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The

friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides. Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

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Name: _____ Date: _____

My Stress Management Plan

Goals to manage my stress:

I will keep a positive attitude by...

I will seek support from...

For physical activity, I will...

I can achieve a health body by...

I plan to use relaxation techniques...

I can manage time better by...

I will maintain healthy relationships by...

For break time, I can..

I can manage school responsibilities by...

I will avoid...

Name: _____

Date: _____

Relaxation Techniques

Muscle Tension

- ❖ Slowly tense muscle groups, squeezing as tightly as you can and hold for a count of ten, and the relax.
- ❖ Follow the same sequence from your feet and work your way up to your face.

Meditate

- ❖ Sit in a comfortable and quiet place with your eyes closed.
- ❖ Breathe in and out slowly.
- ❖ Focus your attention on breathing and positive self-talk.
- ❖ Let any distracting thoughts float by like clouds.

Journaling

- ❖ Describe stressful situations and write about your thoughts and feelings.
- ❖ Writing can let go of pent up negativity and be a way to help calm the mind.

Stress Ball

- ❖ Squeeze a stress ball. It's easy and portable!

Breathing Exercises

- ❖ Breathe in deeply.
- ❖ Hold your breath for a minute. Release it slowly.
- ❖ Repeat the deep breathing until you feel relaxed.

Connect with others

- ❖ Reach out to friends or family.
- ❖ Talk about what concerns you and get a fresh perspective or opinion from others.

Get Moving

- ❖ Exercise! Take a walk, run, swim or try yoga.
- ❖ Dance or punch the air around you.
- ❖ Do some stretching exercises like reaching for the ceiling, head rolls or shoulder shrugs.

Count backward

- ❖ Slowly count to ten and then back again to calm down.

Name: _____

Date: _____

Stress RelieversHealthy ways to cope with stress...

- ❖ Practice positive self-talk
- ❖ Exercise
- ❖ Eat well-balanced meals three times per day
- ❖ Get enough sleep (nine to ten hours a night)
- ❖ Avoid drugs, alcohol, tobacco and excess caffeine
- ❖ Read a book
- ❖ Journal
- ❖ Find a new hobby
- ❖ Laugh more
- ❖ Organize your room
- ❖ Set small goals
- ❖ Break tasks into smaller, manageable ones
- ❖ Focus on what you can control
- ❖ Lower unrealistic expectations
- ❖ Schedule quiet time
- ❖ Take a break from social media
- ❖ Discuss problems with friends or family
- ❖ Use time management skills to reduce stress
- ❖ Stay organized
- ❖ Prepare and plan for assignment deadlines
- ❖ Keep a positive attitude
- ❖ Ask for help
- ❖ Take a break
- ❖ Go on a walk or hike some trails
- ❖ Doodle, draw, paint or color
- ❖ Play an instrument
- ❖ Go to the movies
- ❖ Play a game
- ❖ Learn a new skill
- ❖ Listen to music
- ❖ Take a nap

Planning

Executive Functioning Skills



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SMS 1. Demonstrate ability to assume responsibility

B-SMS 3. Demonstrate ability to work independently

B-SMS 8. Demonstrate the ability to balance school, home and community activities

Adolescent Developmental Concerns Addressed: Emotional; Cognitive

Objectives

Participants will identify:

- What planning is and what it involves
- What tools may be utilized to assist in planning
- Why planning is important/ helpful
- Their own strengths and difficulties associated with planning
- How to plan their daily routine

Materials needed

- What is planning? worksheet (1 copy for each student)
- Planning Pre-Assessment worksheet (1 copy for each student)
- Planning your routine worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout the What is Planning? Worksheet and review with the group. Afterwards, handout the Planning Pre-Assessment worksheet to each student and have them complete. Next, provide each girl with a Planning Your Routine worksheet (1 for each girl), have them complete

it and then hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides. Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

This lesson was created based on the following resource:

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Images retrieved from:

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Name: _____ Date: _____

What is Planning?

- . Planning is creating a “roadmap” to completing a task or a goal.
- . Good planners can prioritize tasks, manage their time well, and work most efficiently.
- . Planning involves determining a task or goal and then determining the steps to get there.
- . Tools for planning may involve planners, calendars, homework logs, and schedules.

Name: _____

Date: _____

Planning Pre-Assessment

Score yourself: 0 = Never, 1 = Sometimes, 2 = Always

	Score
I use a homework log to write down assignments.	
I have a calendar somewhere in my house.	
I take time in the morning (or the night before) to plan out my day.	
Before a long term assignment, I stop to think about how to space out the assignment.	
I come to classes prepared with all materials (pen, pencil, notebook, books).	
Your Overall Score	

Common Difficulties Associated with Planning: Do you...

Come to class unprepared, Get overwhelmed with long-term or multiple assignments, Forget homework assignments, Need to rush to complete assignments, Turn in assignments late, Have to rush a lot

Scoring

0-3 = This is a significant area of weakness for me 4-6 = I have some basic skills, but I'm in need of support 7-8 = I have strong skills, but could still make growth 9-10 = This is a significant area of strength for me

Name: _____ Date: _____

Planning Your Routine

Getting into a routine is one of the best ways to plan your day. It helps create positive habits, such as giving yourself enough time for homework and spending time with friends.

Remember to include: Wake up, breakfast, bus/ride, school, homework time, sports, friends, dinner, bedtime, etc.

Time	Activity	Time	Activity
6:00 am		2:30 pm	
6:30 am		3:00 pm	
7:00 am		3:30 pm	
7:30 am		4:00 pm	
8:00 am		4:30 pm	
8:30 am		5:00 pm	
9:00 am		5:30 pm	
9:30 am		6:00 pm	
10:00 am		6:30 pm	
10:30 am		7:00 pm	
11:00 am		7:30 pm	
11:30 am		8:00 pm	
12:00 pm		8:30 pm	
12:30 pm		9:00 pm	
1:00 pm		9:30 pm	
1:30 pm		10:00 pm	
2:00 pm		10:30 pm	

Organization & Time Management

Executive Functioning Skills



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SMS 1. Demonstrate ability to assume responsibility

B-SMS 3. Demonstrate ability to work independently

B-SMS 8. Demonstrate the ability to balance school, home and community activities

B-LS 3. Use time-management, organizational and study skills

Adolescent Developmental Concerns Addressed: Emotional; Cognitive

Objectives

Participants will:

- Understand the importance of organization and time-management
- Understand the benefits of using a homework/ activity planner

Materials needed

- What is organization? worksheet (1 copy for each student)
- Organization self-assessment worksheet (1 copy for each student)
- What is time-management? worksheet (1 copy for each student)
- Time-Management self-assessment worksheet (1 copy for each student)
- Assignment/ Project planning worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout all 5 worksheets (1 copy for each girl) review them each with the group, have them complete each one and then hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing

their right arms over their left, and clasping hands with the girls on both sides. Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

This lesson was created based on the following resource:

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Images retrieved from:

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Name: _____ Date: _____

What is Organization?

- . Organization is designing and maintaining a system to keep track of materials.
- . Organization may be different for each individual. You need to find a system that works for you.
- . Once you develop and stick with a system, staying organized can help reduce stress and anxiety in your life.

Name: _____

Date: _____

Organization Pre-Assessment**Score yourself:** 0 = Never, 1 = Sometimes, 2 = Always

	Score
I have a dedicated work space at home.	
I use a homework log or organizer to keep track of my daily assignments	
My binder and class materials are neat and orderly.	
I always come to class with required materials (pen, pencil, notebook, book)	
I always know where my homework is and turn assignments in on time.	
Your Overall Score	

Common Difficulties Associated with Organization: Do you...

Come to class unprepared, have a messy binder, locker, or room,
 Complete assignments but forget to turn them in, forget to bring
 necessary materials home

Scoring

0-3 = This is a significant area of weakness for me 4-6 = I have some basic skills,
 but I'm in need of support 7-8 = I have strong skills, but could still make growth
 9-10 = This is a significant area of strength for me

Name: _____

Date: _____

What is Time Management?

- . Time management is estimating how much time you have, deciding how to best spend your time, and having an awareness of deadlines.
- . Time management requires you to prioritize your work and complete the most important tasks first.
- . This is a learned skill because you must be realistic about what you can get done in a given time.

Name: _____

Date: _____

Time Management Pre-Assessment**Score yourself:** 0 = Never, 1 = Sometimes, 2 = Always

	Score
I can fairly accurately estimate how long an assignment or project will take.	
I start my work early enough that I know I'll finish it before the end of the night.	
I plan when i'll need to start my work so I can still enjoy free time.	
I can plan out long term assignments	
I prioritize what needs to be done first.	
Your Overall Score	

Common Difficulties Associated with Time Management: Do you...

Rush to get places, Rush to complete assignments or projects, Don't finish assignments or turn them in late, have trouble getting enough sleep because you need to stay up to complete something, Arrive late to classes

Scoring

0-3 = This is a significant area of weakness for me 4-6 = I have some basic skills, but I'm in need of support 7-8 = I have strong skills, but could still make growth 9-10 = This is a significant area of strength for me

Name: _____

Date: _____

Assignment/Project Planning Form

Title of Assignment/Project:	
Due Date:	
Summary of Assignment/ Project:	
Materials I'll Need:	
Steps to Complete:	
1st Check in Date:	
2nd Check in Date:	
Date Completed:	

Self-Control & Self-Monitoring

Executive Functioning Skills



Grade Level: 9th - 12th

Group Size: 6-10 students

Time: 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SMS 1. Demonstrate ability to assume responsibility

B-SMS 2. Demonstrate self-discipline and self-control

B-SMS 3. Demonstrate ability to work independently

B-SMS 8. Demonstrate the ability to balance school, home and community activities

B-LS 3. Use time-management, organizational and study skills

Adolescent Developmental Concerns Addressed: Emotional; Cognitive

Objectives

Participants will:

- Identify what self-control is and why it is important
- Identify personal strengths and difficulties associated with self-control
- Develop the skills to self-manage behaviors
- Develop the skills to self-monitor their work

Materials needed

- What is self-control? worksheet (1 copy for each student)
- Self-control self-Assessment worksheet (1 copy for each student)
- Self-managing behaviors worksheet (1 copy for each student)
- Self-monitoring worksheet (1 copy for each student)

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and handout all 4 worksheets (1 copy for each girl), review and have them complete each. Then hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides. Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

This lesson was created based on the following resource:

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Images retrieved from:

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Name: _____

Date: _____

What is Self-Control?

- . Self-Control is thinking before you act and resisting the urge to do or say something.
- . Self-Control also means controlling emotions in order to complete a task.
- . Developing strong self-control really helps you stay out of trouble with teachers, friends, and your parents.
- . It is a critical skill as you get older.

Name: _____

Date: _____

Self-Control Pre-Assessment**Score yourself:** 0 = Never, 1 = Sometimes, 2 = Always

	Score
I take my time with assignments and always read the directions first.	
I raise my hand to speak in class.	
I keep my thoughts to myself if they are not appropriate at the time.	
I can deal with corrections or criticism from others.	
My emotions don't get in the way of finishing a task or assignment.	
Your Overall Score	

Common Difficulties Associated with Self-Control: Do you...

Interrupt or shout out in class, Say things you later regret, Make impulsive decisions, Become frustrated and give up easily, Have difficulty accepting corrections or criticism from others, Have a difficult time calming down when you need to complete work

Scoring

0-3 = This is a significant area of weakness for me, **4-6** = I have some basic skills, but I'm in need of support, **7-8** = I have strong skills, but could still make growth, **9-10** = This is a significant area of strength for me

Name: _____

Date: _____

Self-Managing Behaviors

Choose one positive behavior that you'd like to increase. It could be raising your hand to talk, starting your work right away, writing your homework down, following directions on the first time, or any other positive behavior you can come up with. Write the behavior where it says "Goal". Then check off a box each time you perform the behavior. Give yourself a special reward when all the boxes are filled. This is a way to self-manage your own behaviors.

Striving for Success!!!

Goal: _____

Name: _____

Date: _____

Self- Monitoring

What Work Did I Complete Today?

Day	What Work Did I Complete Today?
Sunday Date: _____	• • •
Monday Date: _____	• • •
Tuesday Date: _____	• • •
Wednesday Date: _____	• • •
Thursday Date: _____	• • •
Friday Date: _____	• • •
Saturday Date: _____	• • •

SMART Goals*Executive Functioning Skills***Grade Level:** 9th - 12th**Group Size:** 6-10 students**Time:** 45 minutes**ASCA Mindsets & Behaviors/ Student Standards**

Promotes the following Mindsets: **M 1. - M 6.**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SMS 1. Demonstrate ability to assume responsibility

B-SMS 2. Demonstrate self-discipline and self-control

B-SMS 3. Demonstrate ability to work independently

B-SMS 8. Demonstrate the ability to balance school, home and community activities

B-LS 3. Use time-management, organizational and study skills

B-LS 7. Identify long- and short-term academic, career and social/ emotional goals

Adolescent Developmental Concerns Addressed: Emotional; Cognitive

Objectives

Participants will:

- Understand what a SMART goal is and why we set goals for ourselves
- Develop their own SMART goal and a plan to achieve it

Materials needed

- SMART Goal worksheet (1 copy for each student)
- Computer to show the SMART goals video:
<https://www.youtube.com/watch?v=k-9vqTcxkLI>

Procedure: Begin this lesson by having a sharing circle. Have the girls sit in a circle with their self-esteem journals handy. Ask each of the girls to share 1-3 journal entries that they have made in the past week.

Next, introduce the lesson topic and play the SMART Goals YouTube Video for the group. Have a discussion about the video and what a true SMART goal is. Next, handout the SMART Goals worksheet (1 copy for each girl), have them complete it and then hold a group discussion pertaining to what the girls have learned, and gotten out of the lesson activity, including their own personal SMART goal that they have set for themselves.

Conclude this session (and each session after) with a friendship circle. The friendship circle involves group members standing/ sitting in a circle, crossing their right arms over their left, and clasping hands with the girls on both sides. Everyone then gives themselves a silent positive affirmation (compliment) as a friendship squeeze is passed from hand to hand around the circle.

This lesson was created based on the following resource:

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Images retrieved from:

<https://www.teacherspayteachers.com/Store/Pathway-2-Success>

Name: _____ **Date:** _____

Planning with a Goal in Mind

Think about one goal you'd like to accomplish. Now, let's make sure it is a SMART goal.

Specific – What do you want to accomplish specifically?

Measurable – How will you tell you met the goal?

Achievable – What are the specific steps you will take to achieve this goal?

Relevant – Why is this goal important?

Time-bound – By when would you like to achieve this goal?

You Are Jar
Coming to an End



Grade Level: 9th - 12th **Group Size:** 6-10 students **Time:** 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 6. Use effective collaboration and cooperation skills

Adolescent Developmental Concerns Addressed: Moral; Emotional

Objectives

Participants will:

- Develop positive statements for each group member
- Become a proud owner of a “You are Jar” full of positive affirmations given to them by their peers

Materials

- Mason Jars (1 for each student)
- You Are Jar Direction Tags (1 for each mason jar)
- You Are Jar Name Tags (1 for each mason jar)
- Pieces of construction paper (cut up into strips/ #100)
- Markers
- You Are Jar- Positive statements worksheet (1 copy for each student)

Procedure: This is one of the final group sessions, where members will be given the opportunity to provide their fellow group members with a special gift from the heart. Begin this lesson by handing out the necessary materials as listed above, to each group member. Explain the activity and that at the end each group member will receive a mason jar with their name on it, and the inside will be full of positive “YOU ARE” statements from each of their fellow group members. This gift is theirs to keep, and is a great way to remind themselves that THEY ARE loved. After the activity is complete, let the girls open their mason jars and look inside. End session as usual, with the friendship circle/hand squeeze.

This lesson was created based on the following resource

<https://www.pinterest.com/pin/188940146848371494/>

Images retrieved from:

<https://www.pinterest.com/pin/188940146848371494/>

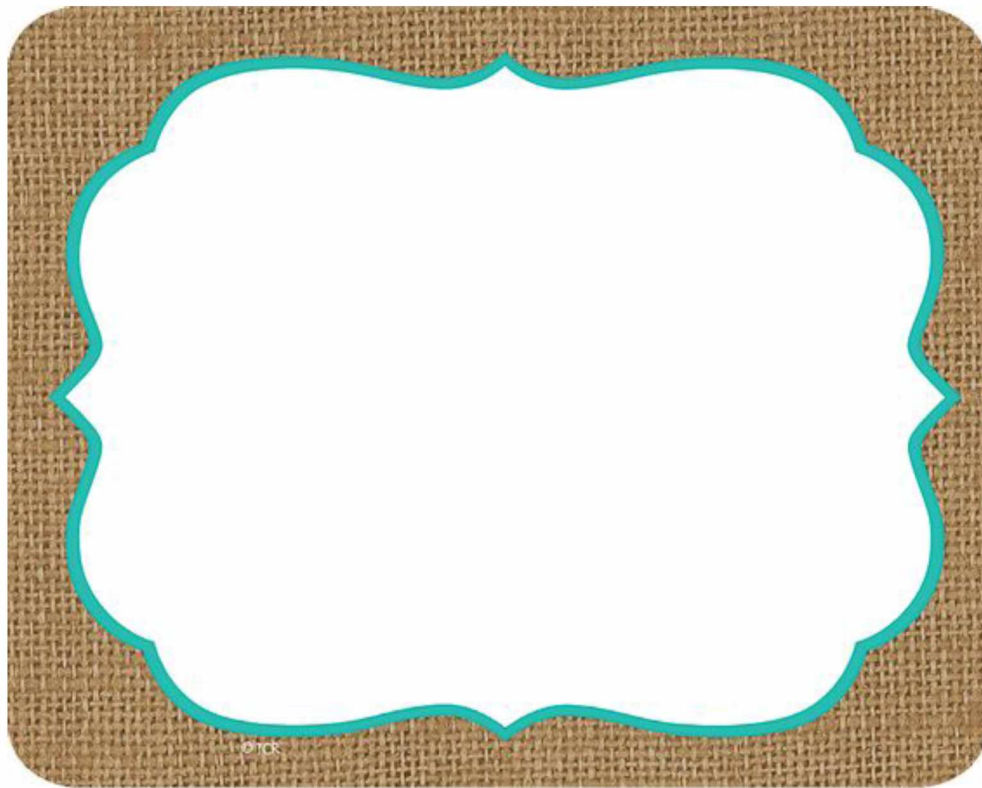
Name: _____

Date: _____

You Are Jar- Positive Statements

You are determined
You are a good and worthwhile person
You are unique
You are special
You are amazing
You are smart
You are kind
You are funny
You are sweet
You have inner strength
You are confident
You hold your head up high
You are beautiful inside and out
You care about others
You are needed and worthwhile
You are a loving person
You are wonderful
You are a great friend
You have a lot to be proud of
You have all that you need
You are in control of your life
You can achieve anything you want to achieve
You are strong and healthy
Your life has meaning and purpose
You can treat yourself gently and with care
Look for all the good that this day can bring
You have so much to offer
Taking things one step at a time
You are important

You Are Jar Name Tags



You Are Jar Direction Tag Samples



You Are Jar

Directions: Shake jar, pull out card
And say out loud (what is written on the card!)
Never forget that you are LOVED

You Are Jar

Directions: Shake jar, pull out card
And say out loud (what is written on the card!)
Never forget that you are LOVED

You Are Jar

Directions: Shake jar, pull out card
And say out loud (what is written on the card!)
Never forget that you are LOVED

You Are Jar

Directions: Shake jar, pull out card
And say out loud (what is written on the card!)
Never forget that you are LOVED

You Are Jar

Directions: Shake jar, pull out card
And say out loud (what is written on the card!)
Never forget that you are LOVED

Final Session
Coming to an End



Grade Level: 9th - 12th **Group Size:** 6-10 students **Time:** 45 minutes

ASCA Mindsets & Behaviors/ Student Standards

Promotes the following Mindsets: **M 1. - M 6.**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Adolescent Developmental Concerns Addressed: Emotional

Objectives

Participants will:

- Have the opportunity to thank one another for their support
- Be provided the opportunity for closure
- Have a chance to voice any final thoughts and/or feelings
- Have the opportunity to evaluate their group experience and provide feedback for the group facilitator

Materials

- Thank you cards (1 for each student), should be bought or made prior
- Markers
- Group Evaluation Form (1 copy for each student) see appendix A

Procedure: This the final group session, where members will be given the opportunity to provide their fellow group members with a thank you from the heart. Begin this lesson by handing out the necessary materials as listed above, to each group member. Explain the activity and that at the end each group member will receive a thank you card with thank you statements from each of their fellow group members. The cards are theirs to keep, and is a great way to remind themselves that they are appreciated as well as their contribution to the group experience. After the activity is complete, let the girls look inside their thank you

cards. Prior to ending session, handout the Group Evaluation Form to each group members and have them complete it and turn it in to the group facilitator. As usual, end the final session with the friendship circle/hand squeeze.

Appendix B: Application References

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